

THE SCHOOL JOURNAL.

"Education is the one living fountain which must water every part of the social garden."

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New York, May 5, 1883.

Scholar's Companion

FOR MAY

Contains a great variety of articles for the young people at school or at home. While other juvenile publications make a loud noise about their wonderful attractions, the COMPANION goes on pursuing the even tenor of its way, maintaining its most enviable name for pleasing and instructing, and growing steadily in favor with young readers everywhere. For May the truly companionable little visitor brings, among other good things, "The First Spring Flowers," "The Birthday of Irving," "Funny Men of America," "A Graceful Talker," "A New York Palace," "Kindness to Animals," "Peter Cooper," (with portrait), "What to Do with Photographs," "Jack Abbott's Breakfast," "The New Explosives," "How an Elephant is Subdued," "The Old Red Mill," (illustrated), "The Story of a Little Hero," "Bessy's Life Rope," "Richard Wagner," "The Spider's Bridge," and "Homer." In addition are the well-conducted departments, "The Letter-Box," "The School-Room," and "The Writing Club." The first page presents a large and entertaining illustration of the children in "Mrs. Barstow's School-room." The SCHOLAR'S COMPANION has won a recognized high place, and the very reasonable subscription price, 50 cents a year, should serve to increase its already extensive circulation.

How many pupils can one teacher manage—that is, and do what ought to be done for the pupils? In Springfield, Mo., 1,037 are in the care of eleven teachers—83 to a teacher. This is fully twice as many as those teachers can do justice to.

A VERY important work will soon be issued by the publishers of this paper—the "History of the New York State Teachers' Association." The author is H. C. Kirk, principal of the Union School at Phelps, N. Y. Portraits of the presidents will be found, and a vast number of personal notes. The N. Y. Association was the first formed in the United States, and it has done a good work.

A SUBSCRIBER writes: "The Normal Institutes should be permanent, conveniently located, have a conductor and one (two would be better) paid assistant. A regular course of study covering at least three years. A diploma should mark its satisfactory completion; it should continue four weeks; teachers be compelled to attend till they obtain a certificate on the course, unless they hold normal school diplomas, and they should be considered preparatory to the normal schools." Let these just ideas prevail; there is the ring of true progress in them.

WHAT shall the teacher advise his pupils to follow as a life-calling? Here are the prices now paid to different kinds of laborers:

Bricklayers, \$4 to \$4.50; Brick Masons (fronts) \$4 to \$5; Carpenters, \$2.50 to \$3.50; Cabinetmakers, \$2.25 to \$3.50; Finishers, \$2.00 to \$3.50; Foundrymen, \$2.10 to \$3.50; Blacksmiths, \$1.60 to \$3.50; Laborers \$1.75 to \$2.50; Painters \$3 to \$2.50; Plasterers, \$4; Stone Masons, \$3 to \$4; Stonecutters, \$4 to \$2.50; Tin Roofers, \$3 to \$3.50; Slaters, \$3.00 to \$3.50. Here are men earning as much as many teachers who have been graduated from a college. It is true that the work is manual, but that does not render it degrading.

SUPERINTENDENTS.

School Superintendents are made out of all sorts of stuff. Some a remote mechanical than any teacher under their direction; they were dried-up teachers made over into superintendents. Some have an idea that their main business is to review the reports of attendance, enter them in a book, make out the per cent., hand that to the "Board," draw their salary and go home to sleep the sleep of the just. Before our schools can advance—for it must be a settled principle that none but skillful teachers be put into this important office—they must occupy that place solely because they can teach teachers more than they now know; they must be men who comprehend what these very present times demand as education, and are able to so steer the schools, and imbue the teachers that it shall be attained.

The superintendent may be gauged by the interest he feels in the advancement of his teachers. He will often want to meet them;

he will be profoundly anxious that they read, yea, more, study education. Mr. Eliot of Boston, said: "When superintendent I knew my only hope of effecting the reform that was needed was in awakening the interest of the teachers; several hundreds are now reading and studying upon subjects relating to education." He will certainly feel solicitous that they read the best educational journals to be found, and if he have a decent breadth of mind, he will not say, "support your state or local paper," but will give them full liberty to read the one they see contains the right material, that contains practical and helpful ideas. In the nature of things it must be that some in this great land are no wise up to this standard and we are sorry for it.

THREE STEPS.

There have been tons of essays written at education, some aiming to enunciate truth in the abstract, and some aiming at partial reforms; but they have rendered more clear the lines in which all action must be directed. There are three steps before the educators of this country: practically education is free; practically every one is in favor of education; practically the amounts expended on education will be larger each year. We have entered the Promised Land, what shall we do? Shall we settle down to drawing salaries? Shall we try and get a good position and lay up a little money? Is this what is before the majority of the teachers? If so, then we fail to comprehend the sublime opportunity before us.

The first step concerns the admission of teachers to the profession. Educational schools and such only should be the authorities to examine and license teachers. The examination by city and county superintendents, and by school committees must come to an end; for this every teacher should labor unremittingly. The normal institute should obtain legal powers and give the lowest certificates. Normal schools should give their graduates life diplomas, and give to such as do not finish the course certificates of the second and first grades.

The second step concerns the studies that are made the means of educating the child. A reform is in progress and much has been accomplished, but much, very much remains to be done. Technical grammar has, after great efforts been taken away from some of the little children, the spelling-book has been displaced in a few schools, drawing has been partially introduced, and manual instruction is spoken of in faint whispers, but still the past rules the schools with a rod of iron.

The third step concerns the methods of teaching to be employed. Here, too, a partial reform has set in; the "new methods" are spoken of with respect by some, with jeers by others, with entire ignorance by others, and not at all by 250,000 teachers.

Let us begin these great reforms to-day: let us push them forward; let us drop essays for awhile and do some real work in these three directions.

For the SCHOOL JOURNAL.

OBSERVATION AND INQUIRY.

BY WM. HUNTINGTON TIBBALS.

The questions put by Supt. Davis, of West Va., to the pupils of the schools as to the number of legs the wasp has and whether the cat has more toes on its fore feet than its hind feet, would puzzle the members of the teachers' institute. When the writer was a learner in the old red school house which stood on one corner of the green of a quite hamlet in L. — County, Ohio, he was never asked such questions. Memory fails to recall any effort to awaken curiosity or stimulate observation, although the surrounding fields and adjacent woods afforded excellent opportunities. The teacher never called attention to the birds, the mode in which they build their nests, the difference between the leaf of the maple and that of the beech, the beautiful flowers never formed the subject of a lesson in observation, though they were frequently picked with ruthless indifference and placed in disordered piles upon the teacher's desk. All this shows the art of education was poorly practiced there.

The great step in modern education is that the text-book is only one of the means of education—not all. It is now apparent that leaves and flowers furnish means for cultivating the observing powers. The plant from the seedling to the ripened fruit affords valuable opportunities under the direction of the skillful teacher. So of birds,—their nests and their habits,—insects, squirrels and other familiar animals, rocks and the various earths would provide a variety of subjects sufficient to keep awake an ever increasing interest.

It is however, not possible to educate by these means unless the teacher be a careful observer. She must do more than read in books. A teacher once had her school quite interested on the subject of birds and their habits. The principal happened to step in and of course he put in a question now and then. Teacher and pupils were each giving results of observations. The teacher had never seen a gold-finch; but she had seen a little blue-jay building its nest in a stump, and had read an account of a man and his son digging with spade and shovel, after a bird that digs in the ground, "I believe they call it a woodchuck, that's it." Such a teacher would make a poor leader—and this is about all the children need.

For the SCHOOL JOURNAL.

CONDUCTORS OF NORMAL INSTITUTES.

As there is inquiry for teachers to act as conductors at Normal Institutes we publish a list. Some of these have had much experience, others less. It will be in this matter as in schools; some will be fitted for one place that are not for another. For a large institute lasting four or six weeks a man of vigorous health, ready voice and great enthusiasm is needed. Of course these are but a part of those who are fitted to enter on such work. The terms are usually from \$50 to \$100 per week, and two instructors are needed for an institute.

Prof. John Ogden, Fayette, Ohio.
H. Warren Fishel, Shippensburg, Pa.
Howard F. Willcox, East Chatham, N. Y.
Granville Barnum, Cold Spring, N. Y.
Prof. John Dunlap, 5 Dey St., N. Y. City.
Ira H. Lawton, Stillwater, N. Y.
Jared Barhite, Kingston, N. Y.
Prof. Zalmon Richards, 1301 Corcoran St., Washington, D. C.
Prof. George R. Burton, 555 Howard Ave., New Haven, Conn.
Prof. Henry Houck, Harrisburg, Pa.
H. S. Jones, Erie, Pa.
C. W. Wasson, Friendship, N. Y.
Isaac H. Stout, Farmer Village, N. Y.
L. J. Whitney, Chairmont, N. Y.
S. D. Barnes, Hawley, Pa.
Miss Imogene Pierce, 605 N. Clark St., Chicago.
A. G. Woodward, Paris, Ky.
W. S. Hueblander, Mansfield, Pa.
Alice J. Sanborn, Hebron, Ind.
N. O. Wilhelm, Franklin, Pa.

E. McLaughlin, Edwards Mills, Wis.
L. Seley, Lansingburg, N. Y.
A. R. Barnson, Douglas, Neb.
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Geo. A. Littlefield, Newport, R. I.
J. H. Major, Port Carbon, Pa.
W. G. Nowell, 128 Church St., N. Y. City.
Eugene Bouton, Albany, N. Y.
B. L. D'Ooge, Cold Water, N. Y.
H. F. Dirk, Johnstown, Pa.
Julia A. Willard, 210 Exchange St., N. Haven, Conn.
C. Keller, East Worcester, N. Y.
Prof. John Kennedy, care this office.
Prof. L. P. Lantry, Manlius, N. Y.
Prof. E. V. DeGraff, Paterson, New Jersey.
Miss Lelia E. Patridge, care this office.

TO WHAT END SHALL WE EDUCATE?

Prof. E. L. Youmans, in the May *Popular Science Monthly*, gives a concise answer to this question as follows:—"Mr. Sill puts his educational theory in the following nutshell, which, as will be seen, finds no room for nature. He says: 'The truth is, there is a permanent aspiration in man for spiritual enlargement, for higher and richer planes of intellectual being.' This aspiration has in every age reached out, no doubt more or less blindly; after whatever was greatest and best in preceding human attainment. Latin and Greek have been studied, not alone, as our author almost seems to suppose, as words and for words' sake, but for the vital contact they give with the living men who thought in Latin and Greek."

"Now, granting this permanent hunger for spiritual element, the question still remains how that hunger is to be best appeased. Mr. Sill says by 'the accumulation of man's thought and feeling concerning human life and affairs.' But what 'accumulation'? Why, the literary treasures of Greek and Latin, of course. The yearnings of human nature after intellectual illumination are to be met, not from the magnificent treasures of truth which are now the grandest possession of humanity, but by the undeveloped thought of two thousand years ago, and by bringing the minds of our youth into vital contact with the living men who thought in Latin and Greek.' The absurdity is self-evident. Men's aspirations are not to be thus satisfied. The thought concerning human life and affairs which we require for mental cultivation is modern thought—the knowledge which bears upon the emergencies to be encountered. Only by the light of the most advanced science can affairs in these times be intelligently dealt with. Our age is full of living questions which can be resolved by modern methods. To go back thousands of years after the intellectual help we need is simply to shirk the responsibilities of the present age."

For the SCHOOL JOURNAL.

THE HIGHER EDUCATION OF WOMAN.

BY REV. S. D. BURCHARD, N. Y. City.

(President of Rutgers College.)

This subject is, at the present time, justly claiming the attention both of the pulpit and the press. The Rev. Dr. Dix has wielded his pen in its favor, though his views have not received the approval of those most earnest in the advocacy of women's rights. However diverse the views expressed, the subject is confessedly important. There can be no doubt that woman has the capabilities of receiving an education as varied, as thorough, as classic as that of man. Her sphere may be different; her nature is different; her organization—physical and mental are different; she has differently moulded sensibilities. We would not therefore advocate the identity of spheres. Her mission is unique, yet broad enough to meet and satisfy her loftiest aspirations. If her nature, *not law nor popular prejudice* excluded her from the field, and the forum, still she may wield the pen or the pencil, if not

the sword. She may exert an influence all potent or restraining in every sphere of human activity, over every interest affecting the happiness and destiny of the race.

She may be what her nature, her tastes, her adaptations fit her to be; an orator, an author, an artist, a teacher of youth even an expert in the healing art, and for this, her high mission, she should be thoroughly and properly educated. Perhaps no country is in advance of our own in ample facilities for this work. We have the best possible schools and colleges with extensive libraries, apparatus, cultured and competent teachers, all adapted and designed to develop her powers and prepare her for her exalted and appropriate sphere of usefulness. We cannot therefore sympathize in the censures cast upon our neighbor, the Rev. Dr. Dix, because he is not disposed to favor co-education and admit females to all the privileges and immunities of Columbia College.

This institution has a wide reputation, a large endowment, an able faculty, but the young ladies of our land will not suffer in point of scholarship or varied learning, if denied its privileges. And we are not so impressed with the superior advantages of the commingling of the sexes in college life and classic study, as to justify the accusation so freely made, that Dr. Dix is an "ecclesiastical and intellectual fossil, and should have lived in the dark ages."

He knows full well that young ladies may be thoroughly and classically educated outside the walls of Columbia; that Rutgers Female College of this city, has an honored history, and is as classic and thorough in its curriculum of study as almost any college in the land; that it is a *chartered* institution with power to confer all literary and honorary degrees, and may hold on its brilliant way, side by side with Columbia, a peer, though not a rival, kindred in the belief that the sexes may be more fully prepared for their several and respective missions without the diverting influences necessarily attendant upon co-education.

For the SCHOOL JOURNAL.

NORMAL INSTITUTES.

It is gradually becoming apparent that the assemblages of teachers known under the various names of associations, conventions and institutes are to be a powerful means of advancing education. Those who have labored to lay the foundations of education have been thwarted by the ignorance of teachers and they early saw the need of gathering them for instruction; for whatever education may have been yesterday it is something better and broader to day, and hence there are new topics for discussion, or if there is an extension of thought on topics already considered. One of the most eminent educators in America, superintending the schools of a city, says "I am often astonished at the new aspects of education, and am angry with myself that I was not pursuing these lines of thought in my early teaching; I might have done it."

In a few years it will be safe to say that there will not be a county in the United States in which the teachers do not meet for the purpose of improvement. In some counties there are already powerful organizations that have existed for many years; in others, the teachers are very loosely bound together. In those counties where the teachers are well organized the work of increasing their power and skill is very easily accomplished.

The gathering for instruction at least annually, is an indication that eventually teaching is to become an art and education a science; it is the hopeful feature of the age. These gatherings are either for (1) a short term—generally one week or for (2) a long term, generally four weeks. The first is called an *institute*, simply, the second a *normal institute*. In the first, the conductors will give instruction mainly in methods of teaching and managing a school; they will state the principles of education; they may review the teachers on the branches of knowledge usually studied by the pupils, though this latter is less common than it once was. This plan is pursued in New York.

Minnesota, Wisconsin, and several other states. In the second the conductor can consider himself at the head of a normal school composed of the teachers of the county. He organizes them into two or more divisions; lessons are assigned in text-books, and in some work on the principles and practice of education; a regular programme is made out and a work more or less thorough and valuable is done, depending on the ability of the conductor.

The distinction between these two classes of institutes is widening every year. The normal institute is a normal school on a reduced scale, but its ends and aims are the same as the normal school. The normal school can supply but a limited number of the teachers that are needed in New York State, about one in thirty; the other twenty-nine must be prepared for teaching by appropriate means. The graduates of the normal schools get life diplomas, the graduates of the normal institute school should get third and second grade certificates. Those who have the next to the highest class in the normal schools should have first-grade certificates.

1. Those who enter the normal school should be examined; they should be familiar with the grammar school studies—the ones they will be required to teach—as a basis.

2. The members should be duly enrolled and the roll called at each session. Every absentee should be called to an account.

3. There should be a regular programme; music, rests, calisthenic exercises, etc. should be provided for.

4. All should have note books; the lectures should be written out in them and these books should be critically examined as to penmanship, etc.

5. The main business of the institute is to teach the art and science of education. Everything must tend to this. Miscellaneous business, lectures by clergymen, lawyers, etc. must be shut out. Think what a medical school would do for medical students and work in a similar manner.

6. A class should be brought in at each session and arranged on a platform and taught in the presence of the institute by a skillful teacher. Notes should be taken and when the class is withdrawn the conductor should question and deduce principles—this must be the great feature of the institute.

7. At the end of the course an examination should be held. A board of managers or trustees composed of the life diploma holders resident in the county might assist, and on their recommendation the county superintendent give a third-grade certificate to the inexperienced teachers.

The Minn. course of study for one week institute is subjoined.

MIND AND THE SCIENCE OF METHOD.

I. The Child.

- (1) Regarded as a physical being.
- (2) Regarded as an intellectual being.
- (3) Regarded as a moral being.

II. Order of the development of the child's intellectual powers.

III. Special consideration of—

- (1) The Imagination.
- (2) The Memory.
- (3) The Reason.
- (4) The Will.
- (5) The dominant faculties employed in the various branches of study.

IV. Methods of teaching conditioned by the laws of mind and the nature of the subject taught.

Time 200 minutes.

SCHOOL ECONOMY.

I. The Teacher.

II. School Organization.

III. School Management and Government.

IV. Care of school house and grounds.

V. School Law.

Time 200 minutes.

ARITHMETIC.

I. Percentage.

- (1) Its relation to the decimal notation.
- (2) The Fundamental Cases in Percentage.

II. Applications of Percentage.

- (1) Those in which time is not an element.
- (2) Those in which time is an element.

III. Compound Notation.

- (1) Compared with the decimal notation.
- (2) The Metric System of Weights and Measures.
- (3) Methods of teaching the tables objectively.

IV. Mensuration.

Time, 160 minutes.

GEOGRAPHY.

I. Globe Geography.

II. The proper order of study in map geography.

III. Physical Geography.

- (1) Crust of the earth.
- (2) Configuration of the continents—Distribution of the land.
- (3) Waters of the earth—Distribution and movements.
- (4) The atmosphere.
- (5) Climate.

LANGUAGE.

I. Preliminary discussion, showing how the pupil obtains his language and how the teacher is to aid him.

II. Illustrative lessons showing how to implant ideas in the mind of the child and how the child is to express those ideas in words.

- (1) Oral lessons, such as object lessons, stories, biography, history, pictures, scenes in nature, experiments in natural science, etc.
- (2) Lessons in which the child obtains his own ideas in reading, observation and experiment.

III. Sentential analysis. How and when to begin it. Use of capitals and simple rules of punctuation.

IV. So much in Etymology as may be needed to explain the offices and relations of the parts of speech and afford a convenient set of terms in the analysis of sentences.

In case the needs of a particular institute demand it some attention may be given to technical grammar—especially the etymology of the verb.

Time, 140 minutes.

READING.

I. Methods of teaching Primary and First Reader grades, with illustrative lessons. The institute instructors will discuss the various methods and point out the errors in conducting recitations.

II. A good method outlined with illustrated lessons from First and Second Readers, with special attention given to teaching pupils how to acquire a vocabulary, the use of accent, emphasis, and the necessity of grouping words together for sense reading.

III. Illustrated lessons in the Second, Third and Fourth Reader grades.

IV. The use of the Dictionary in the preparation of lessons.

V. The proper use of the vocal organs with a view to distinct articulation. In connection with this subject the instructors will give a thorough drill in the sounds of the letters and the use of diacritical marks.

VI. Supplementary reading—its necessity and importance.

NOTE.—Special attention will be given to the last four topics mentioned.

Time, 160 minutes.

HYGIENE.

I. Food—Why we eat—what we eat.

II. Clothing.

III. Cleanliness—bathing.

IV. Ventilation—Houses—school houses.

V. Exercise and recreation—Hours and methods of study—play and rest.

VI. Care of the eyes—Diseases of the eye incident to school life.

Time, 120 minutes.

In the consideration of this subject, prominence will be given to the duties of teachers regarding the general health of their pupils.

GENERAL LESSONS.

These lessons will be selected from the field of

natural philosophy, and will be illustrated by experiments.

Lessons will be selected with reference to their reproduction in the schools, and will indicate what may be done without costly apparatus.

Time, 120 minutes.

BOOK-KEEPING.

I. What it is.

II. Who should understand it.

III. Underlying principles.

IV. Books needed.

- (1) By mechanics, students, teachers, etc.
- (2) By merchants, etc.

V. To fix instruction given, a short set may be written up by double entry.

EDUCATIONAL LITERATURE.

I. The importance of owning and reading Professional Books and Papers.

II. How teachers may supply themselves with books and papers.

III. Teachers' Libraries.

Time, 60 minutes.

Attention will be given to this early in the week, that the teachers may have the time and opportunity to fully discuss the subject among themselves.

CLASS EXERCISES.

In addition to the above, classes should be skillfully taught before the institute at each session. Followed by clear statements and ample questioning.

PROGRAM.

9	9.05	Calling the roll.
9.05	9.20	Opening exercises.
9.20	9.50	Mental Science.
9.50	9.55	Rest, singing, etc.
9.55	10.25	Arithmetic.
10.25	10.30	Rest, singing, etc.
10.30	10.50	Illustration teaching.
10.50	10.55	Rest.
10.55	11.25	Questions on class exercises.
11.25	11.30	Rest.
11.30	12.00	Geography.
12.00	1.30	Intermission.
1.30	1.35	Roll call.
1.35	1.45	Singing, etc.
1.45	2.15	History.
2.15	3.45	Language.
3.45	4.00	Rest.
4.00	4.20	Illustrative Teaching.
4.20	4.40	Questions on above.
4.40	4.45	Dismissal.

The subjects of School management, Reading, Hygiene, Book-keeping, will come up on alternate days. There should be plenty of blackboards, Crayons, etc., and one text-book on teaching should be used at least; it should be well discussed.

"THE education which leaves the hand unexercised and the arm puny is not culture but degeneracy. Let us not forget that the men who have made America have all been educated by head and by hand. Washington used four trades, three of which he knew thoroughly; Jefferson knew three or four trades; Franklin, besides being an excellent printer, was good at several other trades. The hand—the wonderful human hand—must in time resume its place in education."—PARTON.

HOLMES.—Oliver Wendell Holmes, the distinguished author, has been for over forty years a professor of anatomy in Harvard University, but has just retired from his labors. The step was taken advantage of by the physicians of New York city last Thursday evening to give him a grand dinner. More than two hundred guests were present to welcome Dr. Holmes and he, at the close of the banquet, read an original poem of great beauty and pathos. His best known writing is the "Autocrat of the Breakfast Table."

QUARANTINE.—The word is derived from various languages and signifies "forty days." Inspected ships were once required to remain in quarantine for forty days. As used by the old English lawyers, the word meant the forty days which a widow was allowed by law to live in the home of her husband after the husband's death.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

OCCUPATION FOR YOUNG CHILDREN IN SCHOOL.

BY ANNA JOHNSON.

Outlines of a variety of objects, as, chairs, stools, tables, tools, leaves, flowers, letters, numbers, and animals may be drawn on cards or card-board. These may be pricked with large pins by the children, at short distances apart; then they may be sewed back-stitch with colored crewels or worsted.

They may at first begin with simple marks, then crosses, and very gradually take more difficult figures.

Where the class is very large a portion only may work at a time, a monitor may be appointed to thread needles, if necessary, and attend to the work. Coarse card-board may also be used, and the patterns marked with pencil. When the older scholars are capable, they may be allowed to draw the patterns, thus saving the teacher much trouble. It is well to teach the children to make the alphabet in cross stitch, as the knowledge may be utilized in marking clothing.

As the cards are finished they may be laid aside, and occasionally be distributed to the class, to be used as language or object lessons.

For the SCHOOL JOURNAL.

QUESTIONING.

BY ALICE M. PECKHAM.

The modes of questioning used by different teachers are very dissimilar; only a few of us have the right end in view when we question our pupils. Suppose we tell them that to-morrow in History they are to be prepared to recite upon the Indians, their origin, occupations, etc.; in Grammar, upon the classes of nouns and give illustrations; in Arithmetic, upon the mode of writing decimals, and so on in their other studies.

If they have no knowledge of the Indians, we, on assigning the lesson, should tell them a little about those people, then they will not be so apt to repeat verbatim the words of the author, what we want I suppose is that when they read a sentence they will obtain ideas that are their own. Thus, they read "The Indians belong to the Red race." Now if they stop to think they say to themselves, yes, and this race received its name from the color of the Indians, and it is also called the American race, because the Indians inhabit America. If they will study in this manner, they are not only getting a good preparation for our questions, but they are also employing the only true method of study.

If they have no knowledge of the classes of nouns, we make it very much easier, not only for them, but also for ourselves, by writing upon the black-board some nouns of the different classes, and talking to them a little about them. We do the same with the Arithmetic lesson on decimals.

The next day comes. We take the History, glance over the sentences. We ask questions to see what ideas they have formed, and also to extend their knowledge of the subject by giving them such of our ideas as they can grasp. A good teacher questions to see what his pupils know, not only, but their mode of thought also. Pupils who are accustomed to have such questions, look into the subjects they are pursuing and learn with great rapidity; the questions fix the knowledge, extend it and create a profound interest.

For the SCHOOL JOURNAL.

MEMORIZING POETRY.

MARY E. DRYER.

There is a growing interest perceptible in memorizing beautiful poetry. I found the pieces "For Memorizing" of great benefit to me in a school of small children in the country.

In the morning, before school-time, I would write two lines on the board of one of the poems, similar to "When I'm a Man." On coming into the house all eyes would be turned toward the board, waiting a moment for it to be read, then talking about this

"eager youth," and exciting their curiosity by saying I would write more about him to-morrow. Those who were able to write would copy it. The next morning these lines would be erased and and others written, and so on through the poem. Many of them would ask during intermission for the rest of it; this I did not tell them. I also use "Golden Thoughts" in a similar way. The pupils have little blank books and write them in it. I have an exercise frequently that employs those thoughts. I take a subject, as "Kindness," "Love," or "Hope," etc.; then I call for "Golden Thoughts" to illustrate it.

A THOUGHT FOR EVERY DAY.

MAY.

1st.—The noblest mind the best contentment has.
—SPENSER.

2nd.—Still let it ever be thy pride
To linger by the laborer's side;
With words of sympathy or song
To cheer the dreary march along.
Of the great army of the poor.—LONGFELLOW.

3rd.—A man took a piece of white cloth to a dyer, to have it dyed black. He was so pleased with the result, that after a time he went back to the dyer with a piece of black cloth, and asked to have it dyed white. But the dyer answered, "A piece of cloth is like a man's reputation; it can be dyed black, but it cannot be made white again."

4th.—A lack of occupation is not rest;
A mind quite vacant is a mind distress'd.
—COWPER.

5th.—Be cheerful, no matter what reverses obstruct your pathway, or what plagues follow you in your trail to annoy you. Ask yourself what is to be gained by looking or feeling sad when troubles throng around you, or how your condition is to be alleviated by abandoning yourself to despondency.
Be cheerful.—ARTHUR HELPS.

6th.—Hard work will best uncertain fortune mend.

7th.—Life is real! Life is earnest!
And the grave is not its goal;
Dust thou art, to dust returnest,
Was not spoken of the soul.—LONGFELLOW.

8th.—Happiness is where it is found, and seldom where it is sought.

9th.—Decide not rashly. The decision made
Can never be recalled. The gods implore not,
Plead not, solicit not; they only offer
Choice and occasion, which once being passed
Return no more.—LONGFELLOW.

10.—A man too busy to take care of his health is like a mechanic too busy to take care of his tools.

11th.—There is a day of sunny rest
For every dark and troubled night;
And grief may bide an evening guest,
But joy shall come with early light.
—BRYANT.

12th.—A man's best friends are his ten fingers.
—COLLYER.

13th.—Don't cross the bridge till you come to it,
Is a proverb old, and of excellent wit.

14th.—Beyond all doubt, the worst of our enemies are those which we carry about in our own hearts.

15th.—Why not take life with cheerful trust,
With faith in the strength of weakness?
The slenderest daisy rears its head
With courage and meekness.
A sunny face
Hath holy grace,
To woo the sun forever.
—MARY M. DODGE

16th.—It is a fair, even-handed, noble adjustment of things, that while there is infection in disease and sorrow, there is nothing in the world so irresistibly contagious as laughter and good humor.
—DICKENS.

17th.—But the good deed, through the ages
Living in historic pages,
Brighter grows and gleams immortal,
Unconsumed by moth or rust.
—LONGFELLOW.

18th.—Books, we know,
Are a substantial world, both pure and good;
Round these, with tendrils strong as flesh and blood,
Our pastime and our happiness will grow.
—WORDSWORTH.

19th.—We call him strong who stands unmoved—
Calm as some tempest-beaten rock—
When some great trouble hurls its shock;
We say of him, his strength is proved.
But when the spent storm folds its wings,
How bears he then life's little things?

20th.—O may I join the choir invisible
Of those immortal dead who live again
In minds made better by their presence;
In pulses stirred to generosity,
In deeds of daring rectitude, in scorn
Of miserable aims that end in self,
In thoughts sublime that pierce the nights like stars,
And with their mild persistence urge men's minds
To vaster issues.
—GEORGE ELIOT.

21st.—There are some deeds so grand
That their mighty doers stand
Ennobled, in a moment, more than kings.

22nd.—Things without all remedy,
Should be without regard: what's done is done.
—SHAKESPEARE.

23rd.—The student should first study what he needs most to know; the order of his needs should be the order of his work.—GARFIELD.

24th.—Everywhere in life the true question is, not what we gain, but what we do.—CARLYLE.

25th.—There is a gift beyond the reach of art, of being eloquently silent.

26th.—Whatever anyone does or says, I must be good.—AURELIUS ANTONINUS.

27th.—Build to-day, then, strong and sure,
With a firm and ample base,
And ascending and secure
Shall to-morrow find its place.
—LONGFELLOW.

28th.—That is never too often said which is never sufficiently learned.—SENECA.

29th.—The pleasantest things in the world are pleasant thoughts, and the great art in life is to have as many of them as possible.—BORER.

30th.—When wealth is lost, nothing is lost;
When health is lost something is lost;
When character is lost, all is lost!

For the SCHOOL JOURNAL.

LESSONS IN ARITHMETIC.—I.

PERCENTAGE.

The first great division of operations by numbers considers the use of the unit. It has two divisions, the whole unit and the divided unit. The second great division is the use of a base consisting of 100 units. The counting by tens, dozens, etc., disappears and the counting by hundreds fills the whole space. So universal has this become that the dozen, the next most formidable base, is applied only to eggs. In commerce the substitution of the "cental" will require but a few years—this means that corn, oats, potatoes, etc., are to be sold at a certain rate per 100 pounds.

1. Let the teacher explain that in this computation by the hundred we retain the Latin words: instead of saying in English three hundredths, we say three *per cent*, etc.

2. To compute by percentage the pupil must grasp the idea of a base containing 100 things. The handiest apparatus is a wire with 100 balls, buttons or blocks on it. With this before the pupil let him see that the plan now is to number by 100. Give questions. How many hundred sheep has Mr. A.? How many eggs? How many hundred geese?

3. Of course if we deal with 10.0 as the base, we will have *one hundredth*, where we have a single thing. Take then the "Percentage Frame" and count not *one, two*, etc., but *one hundredth*, two hundredths, etc. Proceed until the new base of 100 is grasped. This usually takes many lessons, because the old base, *one unit*, is in the mind. Hence give problems: (1) in addition. "John has two hundredths of an apple and buys five more;

how many has he then?" etc., etc. (2) In subtraction: "Henry has 40 hundredths of a barrel of flour and sells 17 hundredths, how many has he left?" etc., etc. (3) In multiplication: "Peter bought 6 hundredths of a piece of cloth from each of seven men, how many did he have in all?" (4) In division: "Thomas divided 84 hundredths of a pie among 21 boys; how many did each get?" etc., etc.

4. It is needful to show that all common fractions can be turned into per cents. Draw on the blackboard and let the pupils draw on their slates three columns:

As com. fractions.	in hundredths.	as per cents.
$\frac{1}{2}$	50 hundredths	.50
$\frac{1}{4}$	25 "	.25
$\frac{3}{4}$	75 "	.75

Put many examples in the first column and let the pupil fill out the other two columns.

For the SCHOOL JOURNAL.

LESSONS IN GEOGRAPHY.

Lessons in Geography will be of three different kinds, depending upon the advancement of the pupil.

(1) There should be general lessons; these are given without the aid of a book. The teacher gives ideas and knowledge of direction, distance, measuring, forms of land and water, soils, productions, climate, temperature, vegetation, animal life, minerals, occupations of men, government, religion, social conditions. Sand and clay can be used to advantage.

(2) There should be lessons pertaining to the physical structure of the earth. Here a globe will be used, then a map of the world, explaining that the map is the stretched-out surface of the globe. The lessons will be concerning the mountains, rivers, lakes, seas, productions, animals, people, etc., etc.

Here books will be useful; such books as Scribner's and Appleton's Readers, and books of travel will help the pupil form an idea of the world as the home of man. He will learn the names of the chief divisions of land and water, also the names of the chief political divisions. This will cover the ground occupied by the usual primary Geography.

(4) There should be lessons given in political geography. Here is the place for map-drawing.

For the SCHOOL JOURNAL.

MY PUPILS.

BY A. O. D.

I have about forty interesting little pupils, aged from six to fourteen years. They sometimes give me trouble with their restlessness and noise, but their activity I do not repress. I only hope to control and direct it. I do not at all times find myself successful. I love some of my pupils very dearly, and I feel a great interest in all of them. I try to make them happy while at school. I sympathize with them in all their little troubles. I try to make them see the beauty of honesty, uprightness and purity of life, and teach them to control themselves.

A few days ago one of the little girls left the room and instead of returning in a few minutes as she intended, she was absent more than an hour. I told her it was wrong for her to play while the other children studied, and asked her opinion about it. She admitted it was wrong, and offered to stay in and study while the others played. When play-time came I deemed it best she should play with the rest but she went out reluctantly.

On other occasions I have noticed others act as nobly as this little girl. To keep them busy is, I feel, the secret of good order and quiet in the room. But the question of how to keep them profitably busy comes up. I find that writing is one of the very best means, copying their spelling lessons, writing little stories, compositions, etc.

I insist on slate and pencil the first day of school, and they are soon able to write sentences. I give them object lessons, and then they write what they can remember. Sometimes I have little talks with them about things which they are familiar. They are animated and eager to ask and answer ques-

tions, and are always delighted to have these talks. They have a little paper which they write up every week. This gives them work to do when not preparing lessons, and brings into practice what they learn in grammar, and gives them much pleasure. I try to stimulate my pupils where they are most deficient. This is hard to do, for it is much more pleasant to exhibit them in the points where they already excel, but I think our most earnest efforts are demanded where they are most deficient.

For my arithmetic class I use methods given in "Manual of Methods" by Calkins, for teaching addition, subtraction, etc. I do not think very young pupils can explain subtraction by reducing hundreds to tens, tens to units. They may learn to repeat it in a parrot-like way, but do not comprehend it and are so liable to err if the upper number contains ciphers, that it seems best to teach them to add 1 to the next figure and subtract in the old way. If more of the teachers would give their methods it would clear up this subject. I see more and more that the true teacher requires a breadth of mind and real greatness of soul that the real lesson hearer does not possess. "The child and the problems that present themselves in child-nature, can but make one very humble."

For the SCHOOL JOURNAL.

MORAL STORIES IN THE SCHOOL-ROOM.

BY SUPT. J. N. DAVID, West Va.

As with moral stories one must know how to use them. A man who would fire away into a forest hoping to bring down squirrels by chance shots is no more foolish than the teacher who indiscriminately throws out moral stories at his pupils. Improperly used, the tendency is to train them to skill in self-defense and to harden them. A charge of powder can only be used once, and but few stories, even if true, will bear repetition.

Once during the war (this is a true story) a soldier safely sheltered by a tree, was rapidly firing up a ravine. The captain asked him if he saw anybody. "No" replied he, "but I see smoke." He threw away fifty or sixty rounds of ammunition, heated his gun almost to redness shooting at smoke. Some teachers see smoke or think they see it, and launch forth a moral story or storm of indignation, and like the soldier make more smoke than they saw, and it all ends in smoke. The hunter must see his squirrel, know its position, aim directly at it; if his gun is good he is not likely to miss. The teacher must know the hearts of his pupils; his story must be appropriate; his own heart must be full; it must reach out in earnestness and tenderness and touch the pupils' hearts, then the story will do effective work. Stories produce good or not as they are properly or improperly used. They are moral dynamite in proper hands, but wonderfully destructive in evil or unskilled hands.

NOTEWORTHY EVENTS.

April 26.—The French Government appropriated 5,000,000 francs for the expedition to Tonquin; the French army in Tonquin will be 3,000 men.—Capt. Jas. B. Eads, of the proposed ship railway across the Isthmus of Tehuantepec, stated that the work was being vigorously prosecuted, and that the massive railroad will be finished long before De Lesseps' Panama Canal is opened.—The argument in the Star Route trial was closed.—A meeting was held in Brooklyn to discuss the erection of a second suspension bridge over East River.

April 27.—The movements with reference to the dynamite conspiracies in England were; the discovery of a nitro-glycerine factory at Northampton, trial of a number of conspirators was begun in Liverpool, Michael Fagan was convicted in Dublin and a proposition was made to dispense with jury trial in all the dynamite and assassination trials.—A railroad collision caused by defective brakes occurred near Olivet, Mich., killing three and injuring a large number of passengers.

April 28.—The Chinese Government agreed to promptly pay an award of \$200,000 to the United States incurred in the T'ai-ping rebellion twenty years ago.—A tornado swept over Texas, demolishing many buildings at Paolo, Bonham and Pinto.—Commissioner of Internal Revenue Raum resigned.—Yellow-fever was reported prevalent in Havana.

April 29.—A riot at Port Said between Greeks and Arabs resulted in the death of many of the participants.—British authorities have determined to ask the United States for the early extradition of about a dozen dynamite conspirators now in this country.—The Philadelphia Irish-American Convention closed.

April 30.—Eight army officers in Russia were arrested on suspicion of being in league with the Nihilists.—The bill making a State Park at Niagara Falls became a law.

BE IN TIME.

FOR RECITATION.

Be in time for every call;
If you can, be first of all;
Be in time.
If your teachers only find
You are never once behind,
But are like the dial, true,
They will always trust to you;
Be in time.

Never linger ere you start,
Set out with a willing heart;
Be in time.

In the morning up and on,
First to work, and soonest done;
This is how the goal's attained;
This is how the prize is gained;
Be in time.

Those who aim at something great
Never yet were found too late;
Be in time.

Life with all is but a school;
We must work by plan and rule,
Ever steady, earnest, true,
Whatsoever you may do,
Be in time.

Listen, then, to wisdom's call—
Knowledge now is free to all;
Be in time.

Youth must daily toil and strive,
Treasures for the future hive;
For the work they have to do,
Keep this motto still in view—
Be in time.

FUN.

FOR DECLAMATION.

Boys were made to have fun. What is a boy good for if he has no fun in him? Everybody likes fun,—or if they don't they ought to. "All work and no play makes Jack a dull boy." That is as true as a jack-knife! I said boys were made for fun. Of course they are! Did you ever see a boy that wasn't full of it?—from the pegs of his boots to the top of his hat, running over with it! Of course you didn't! A boy is as full of fun as a boiler of steam. Do you suppose you can keep it all shut in! I tell you, No! I tell you it must come out! If ever a poor bug, or fly, or anything else was to be pitied, so is a boy when the fun is shut in. To keep it in is like trying to hold in a steam-engine. Many a poor boy has tried it and couldn't do it! If you think he could,—if you think we can,—If you think boys can hold in the fun, all I have to say is, I wish you were a boy, and then—you'd "know how it is yourself!"

THINGS TO TELL THE SCHOLARS.

DAKOTA.—Dakota is getting a large share of this spring's immigration. Two trains a day now leave Chicago, bound through to that Territory, and it is estimated that its southern half will contain before the end of the year a population of over 350,000. A peculiarity of this occupation is that the comers are chiefly from other parts of the United States, fully ninety per cent. of the present inhabitants being native Americans.

MORE than one-half of 45,000 children lately examined in Germany were found to be suffering from defective vision. In some schools the proportion of the short-sighted was as high as 70 and 80 per cent. In the Heidelberg gymnasium it was 100 per cent; every lad in the school had bad eyesight. According to Prof. Pflüger, this state of things arises from insufficiently lighted school rooms, bad print, and bad paper, the method of writing in vogue, and ill-contrived desks.

LAKE CONSTANCE.—The shrinkage of this lake in Switzerland, owing to the extraordinary dryness of the past winter, has brought to light many interesting relics. Among them there are bone and flint implements, harpoons, pottery, clubs, baskets, arrows, field tools, and animal remains. Among the latter are skeletons of the bear, the bison, and the moor-hen. The discovery also includes a considerable quantity of oats and wheat in a good

state of preservation, and a remarkably perfect and artistically executed stag horn harpoon.

ENGLAND.—The income of the Empire for the last year was \$445,020,000, and the expenditures left a surplus of \$490,000; this is two millions more than the United States, but we are paying off our debt. England owns the telegraph, and this brings in six millions, the customs yield 98 millions; the excise (licenses) bring in 134 millions; incomes 59 millions; the Post Office (including telegraph) 45 millions. The reduction in the debt was 35 millions. The interest of the debt is 145 millions.

HUMBUG.—The origin of this word is not certainly known, but it is supposed to be of Scotch origin. There once lived in Scotland a gentleman of landed property whose name was Hume or Home, and his estate was called the Bogue. From the great falsehoods which he was in the habit of telling about himself, his family, and everything connected with them, it became the custom to say, when anything improbable was stated, "O, that's a Hume o' the Bogue!" The expression spread throughout the neighborhood, and even beyond, and by degrees was shortened into humbug by those who did not understand how the phrase first came to be used.

A NEW RAIL ROAD.—This summer the teachers can go by a new route to their annual gathering at Lake George. The New York, West Shore and Buffalo Railway is a double track line between New York City and the West. The Hudson River Division, extending from New York city to Albany, and the Mohawk Division, extending from Coeyman's, on the Hudson River Division, to the city of Syracuse, will be open for traffic in the summer.

The passenger equipments are to be furnished by the Pullman Palace Car Company. A large and fine terminal station is under way at Weehawken. Several large and swift boats, with iron hulls, have been built expressly for service between the terminal station at Weehawken and the city landings, one of which is at the foot of Forty-second street; the other is down-town, at a point convenient to that section.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

WHAT men want is not talent, but purpose.—BULWER.

CULTIVATE all things in moderation, but one thing in perfection.

HE that cannot forgive others breaks the bridge over he must pass himself.—GEORGE HERBERT.

EDUCATION begins the gentleman, but reading, good company, and reflection must finish him.

GENIUS will study; it is that in the mind which does study, that is the very nature of it.—DEWEY.

LIKE a beautiful flower, full of color but without scent, are the fine but fruitless words of him who does not act accordingly.

CONTENTMENT is a pearl of great price, and whoever procures it at the expense of ten thousand desires makes a wise and happy purchase.

YOUR voiceless lips, O flowers, are living preachers,
Each cup a pulpit, and each leaf a book,
Supplying to my fancy numerous teachers
In lowliest nook.

Were I, O God, in churchless land remaining
Far from the voice of teachers and divines,
My soul would find in flowers of thy ordaining,
Priests, sermons, shrines. —HORACE SMITH.

A CHEERFUL GIVER.—We should give as we would receive, cheerfully, quickly and without hesitation, for there is no grace in a benefit that sticks to the fingers.—SENECA.

True worth is in being, not seeming—

In doing each day that goes by
Some little good, not in dreaming
Of great things to do by and by;
For whatever men say in their blindness,
And spite of the fancies of youth,
There is nothing so kingly as kindness,
And nothing so royal as truth.

—ALICE CARY.

EDUCATIONAL NOTES

NEW YORK CITY.

TEACHERS' SALARIES.—The special committee of the Board of Education have reported in favor of an aggregated increase of \$27,000. This means a frank reversal of the policy to which that body was recently committed when it proposed to make up for the reduction by the Board of Estimate and Apportionment by taking it all from the teachers.

ON BOARD THE SCHOOL-SHIP.—The United States school-ship St. Mary's, in New York harbor, was the scene of interesting exercises by the pupils last Friday evening: music and declamation made the affair exceedingly pleasant. Commander E. M. Shepard is in charge. The St. Marys will sail between the 2d and 10th of next month for Lisbon, and return next September to the United States. After cruising around Newport, New London and other ports, the examination of pupils will be held in October and a new class started.

THE TRADE SCHOOL.—The New York Trade School at 67th street and 1st avenue, New York city, closed its first session Friday evening of last week. During the past five months there have been four classes in session, on Monday, Wednesday and Friday evenings. These classes have been attended by over one hundred young men, many of whom are already engaged at their respective trades. The trades taught are bricklaying, fresco-painting, plumbing and pattern-making for moulders and machinists. These classes are in charge of first-class practical contractors, who give the most simple lessons in their respective trades. Next season it is the intention of the founder to open classes in the afternoon at three o'clock in addition to those already formed. Another brick building is now being erected by members of the bricklaying class on the ground. This building is thirty-one feet wide and seventy-two feet deep. It will be used for the classes in plastering, wood carving and stone-cutting.

N. Y. CITY.—The annual report of the Commissioners of Education for the year 1882, says that the school population continues far in advance of schoolhouse accommodation, and that the progress which might have been made in the year 1882 toward closing the gap was prevented by the Board of Estimate and Apportionment, which appropriated for the school year \$3,500,000—the Board of Education having asked for \$3,896,925. The effect of this reduction was to compel the School Commissioners either to reduce the salaries of teachers or to stop building new school houses, and they chose the latter alternative. The report shows that the average cost for teaching pupils in grammar schools was exclusive of special teaching, per scholar, \$32.88; in the primary schools and departments, \$14.24; in the Normal College, \$64.95; in the training department of Normal College, \$31.74; on the school ship St. Mary's (nautical school), \$274.18; in the evening high school, \$18.07, and in ward evening schools, \$11.59.

THE JOHN F. SLATER FUND.—The trustees of the John F. Slater fund, consisting of ex-President Hayes, Daniel G. Gilman, of Baltimore; Morrison R. Waite, of Washington; John A. Stewart, Ex-Governor Alfred H. Colquitt, of Ga.; Morris K. Jesup, James P. Boyce, of Louisville, and Wm. A. Slater, of Conn., met in the Fifth Avenue Hotel last week. Mr. Wm. E. Dodge, Jr., was then elected to the trusteeship held by his father. A three hours' session was devoted to the reports of the treasurer and secretary. Rev. A. G. Haygood, of Oxford, Ga., was appointed as general agent of the fund at the last meeting. Mr. Haygood was instructed to investigate the subject of education in the South and to inform the trustees in what manner the income of the fund can be applied toward educating colored youths and training colored teachers. Mr. Haygood collected statistics from over seventy institutions, showing what their educational facilities were and giving a list of the branches of study therein pursued. A resolution was adopted to confine aid to such schools as are best fitted to prepare young colored men and women to become useful to their race, and that institutions which give instruction in trades and other manual occupations which will enable colored youth to make a living and become useful citizens will be carefully sought out and preferred in appropriations from this fund, and that as far as practicable scholars receiving from this foundation shall be trained to some manual occupation simultaneously with mental and moral instruction, and that to initiate this policy set forth in this resolution the sum of \$20,000 be spent under the direction of the general agent during the year 1883.

ELSEWHERE.

KINDERGARTEN INSTITUTE.—Mrs. John Ogden, now engaged in kindergarten in Washington, D. C., and who possesses the confidence of all the leading kindergartners in the United States and Canada, will open a three months' kindergarten and training class for ladies at Rochester, Pa., commencing June 6. She may be addressed at 714 19th street N. W. Washington, D. C.

(This is the true way; select a point and issue circulars.—Ed.)

IOWA.—The Teachers' Association held a meeting at Newton, April 21, with a large attendance and both morning and afternoon sessions. In reference to the approaching Institute Exhibition in August, a notice is published that Teachers can bring to the county superintendent no better recommendation of their success as teachers than the work of their pupils during the summer term. Every teacher is expected to bring to the Institute some specimens of the work of at least two grades.

MISSOURI.—At Springfield the annual examinations have been concluded. At the colored school there are 279 enrolled and an average attendance of 194. There are, strictly speaking, four schools in this colored school—the high school, the intermediate, the first primary and the second primary. The examinations at this and the ward schools resulted quite creditably and called out much praise. Supt. Fairbanks reports that "the term just closed has been a very prosperous one, and growth in the educational interest of our city is manifest."

CALIFORNIA.—A meeting of leading teachers of San Francisco and Oakland was recently held in the former city, and the organization of the California Spelling Reform Association was perfected. As an example of their orthography the first published address from the association begins: "Teachers should not only be abreast of the age, but in advance of it. For they are the leaders of the next generation, which must be wiser and better than this, or obviously there can be no progress. A reformed spelling, therefore, commends itself with peculiar force to our profession."

WASHINGTON.—The Washington Kindergarten Union, assisted by the pupils from the Froebel Institute, the National and the West End Kindergarten, as well as by the ladies' class, gave a delightful entertainment on Saturday in the Masonic Temple, which was well attended. At the close of the exercises Senator J. P. Jones' little daughter Alice recited "Abou Ben Adhem" in a very charming and modest manner, which was followed by Bertie Ryan presenting Mrs. Pollock with the sum of \$51, the money collected by contributions and the sale of tickets from the pupils and patrons of the Froebel Institute for the Pensacola Free Kindergarten and Nursery Maids' Kindergarten Training-School.

OHIO.—The North Eastern Ohio Teachers' Association met at Cleveland, April 14, 1883. The subjects discussed were:—"The Work of the Imagination in Education," by H. C. Muckley, Youngstown, O.; "Enthusiasm," by Miss S. A. Platt, Salem, O.; "The Past, Present and Future of the N. E. O. T. A.," Supt. E. F. Moulton, Warren, O. The general discussion on this subject was opened by Superintendent B. A. Hinsdale, Cleveland, Ohio., this was a pretty warm discussion. "The Superintendency," by Supt. S. Findlay, Akron, O.; "Educational Science vs. Practical School Work." The attendance was about 80.

PA.—The normal school examinations take place May 28 to June 25. The order of the examination will be as follows:—1. A careful written examination in the following branches: First—Mathematics, including Arithmetic, Algebra and Geometry. Second—Natural Sciences, including Natural Philosophy, Botany and Physiology. Third—Language, including Spelling, Reading, Grammar, Rhetoric and elements of Latin. Fourth—Historical Sciences, including Geography, History of the United States and the Constitution of the United States. Fifth—Professional Studies, including Mental Philosophy, Methods of Instruction and School Economy. 2. A brief supplementary oral examination in the same branches. 3. A special examination in Drawing, Vocal Music and Book-keeping. No student who has not studied these branches to the extent required, and for the length of time named in the course of study, can graduate.

STATEN ISLAND.—At Stapleton, there is a school set apart exclusively for colored children. The school has been presided over by a teacher named Trowbridge, who two weeks ago was taken ill, and has since been unable to teach. The Trustees appointed a young white lady to fill the vacancy, but the pupils objected to

having "white trash" over them. The parents of the children insisted upon the appointment of a colored teacher, and threatened to withdraw their children from the school if the white teacher was not removed. The school will remain closed until Mr. Trowbridge is able to resume his duties.

KINGS COUNTY.—The Teachers' Association was held at Cypress Hills, last week. There was singing by the pupils of the Cypress Hills school, under the direction of their Principal, Mr. George W. French. An instructive paper was read by M. L. N. White, Principal of Parkville School, on "Importance of Memory." Mr. Weleb, Principal of Public School No. 33, Brooklyn, addressed the association on "Proper Conduct of Recitations." Principal French introduced a class from his primary department, and gave an exercise in script reading from the blackboard, and the way the little ones rattled off sentence after sentence, would have done credit to a lawyer's clerk. An exercise was then given in numbers, and for a primary class the proficiency displayed was highly creditable to both teachers and pupils, and speaks well for the school work at Cypress Hills. The exercises were interspersed with singing and declamation by pupils of the school.

OHIO.—At the request of the Forestry Association, which was held during the last week of April, 1882, Gov. Foster issued a proclamation in which he designated April 27 as Arbor Day, and called upon the people of Ohio to observe on that day a custom of planting trees. Under this proclamation the Board of Education dismissed the schools of Cincinnati for two days, April 27 and 28, so that the teachers and pupils of the schools should have an opportunity of participating in the tree-planting on Arbor Day. Acting upon this resolution of the Board, Supt. Peaslee decided to plant trees in honor and memory of our great American writers, in a place designated by the proper committee, to be known as "Authors' Grove." This was performed, and several thousand children of the schools assembled at Eden Park and performed the memorable work of planting this grove. About sixty different groups of trees were set out by the schools, and this part of the exercises was one of the most interesting. Supt. Peaslee addressed a circular to the trustees, superintendents and teachers of the Ohio schools previous to the celebration in which he described the importance and benefits of tree-planting, and requested co-operation.

ST. LOUIS.—Col. Parker paid a visit of inspection to the Manual Training School of St. Louis on March 29, and expressed the following estimate of it: "I am delighted with all that I have seen. The fact that the school is in its third year and that its attendance is on the increase is ample proof that the institution is appreciated by the people of your city. The idea underlying the system of education pursued here is the correct one, and in my opinion the idea which is bound to underlie the education of the future. The mistake of the past has been that educators have proceeded from the abstract to the concrete, that is to say, that the schools have used books altogether from which men and women absorb abstract ideas to make acquaintance with things after their so-called education has been completed. In the education of the future they will be given an acquaintance with the concrete, while they are, at the same time, acquiring a knowledge of books. To illustrate my meaning, I maintain that a boy or girl can obtain a better knowledge of arithmetic by comparing and measuring actual dimensions of objects than they can from the manner in which that branch of learning is ordinarily taught in the schools."

FOREIGN.

CANADA.—At Forest, Ont., they are planning to hold a Teachers' Association and will want a conductor. The teachers of North Hastings are evidently an earnest set of people; at teachers institute in Feb. thirty-eight subscribers to the INSTITUTE were taken. Inspector Mackintosh says "The INSTITUTE is without exception the most really useful teacher's monthly paper I have seen. I do not envy the state of mind of the teacher who cannot derive great benefit from its perusal." (Good and just words.—Ed.)

Life is a leaf of paper white

Whereon each one of us may write

His word or two, and then comes night;

Though thou have time

But for a line, be that sublime;

Not failure, but low aim, is crime.

—J. R. LOWELL.

It is a good rule to be deaf when a slanderer begins to talk.

LETTERS.

(The editor finds in the many letters that are placed on his table encouraging words, notes of progress, suggestions and questions, and will endeavor to select such as have a general interest. As time is precious, all such things must not be mixed with directions about subscriptions, etc. Put on a separate sheet the question, the statement of progress, your ideas about the paper, and as near as possible in a proper shape for publication, and direct to the editor; it will then be laid on his table. All business letters are filed elsewhere and never reach his eye.)

Please give a logical explanation of the use of the sign of multiplication. May we read 17×8 thus: 17 times 8; and also, thus: 8 times 17? I think if times \times means "multiplied by," it must be read, 17 multiplied by 8, or 8 times 17 [which is the same thing]. And the reading "17 times 8" is incorrect. If we make it concrete: $\$17 \times 8$ — $\$17$ multiplied by 8, i. e., taken 8 times or 8 times $\$17$, $\$17 \times 8$ does not mean 8 multiplied by $\$17$, so how can you make it read $8 \times \$17$ when so written?

A. R. C., of Cal.

(The sign of multiplication placed between two numbers shows simply that they are to be multiplied together. In the expression 3×4 , your correspondent would not commit the unpardonable sin should he read it three times four, neither would a jury of intelligent mathematicians bring in a verdict of guilty, should he read it 3 multiplied by 4. Some years since, while acting as superintendent of schools, I saw a teacher spend over thirty minutes trying to convince a class of boys that if they resolved 27 into factors, 9 was the multiplicand and 3 the multiplier, and yet in the face of all his "logic," the boys insisted that although 9 multiplied by 3 was 27, still 3 multiplied by 9 was 27 also. It is true, that, if wheat is $\$2$ per bushel, we reason that 675,987 bushels will cost six hundred and seventy-five thousand nine hundred and eighty-seven times as much as one bushel, and yet, practically, we multiply 675,987 by 2 to find the cost of 675,987 bushels. In teaching, it may sometimes save a little confusion by treating the number following the sign as the multiplier; still if we have $5 \times x$ we speak of it as 5 times x or 5 x and not as x times 5, although there is no mathematical error in the latter expression.

JOHN DUNLAP.)

On page 233 of the JOURNAL this problem appeared. "A merchant sold a quantity of goods at a gain of 20 per cent. If he had however, purchased the goods for $\$60$ less than he did, his gain would have been 25 per cent. What did the goods cost?"

[The cost was given as $\$300$. To this several object, saying the selling price was to be the same in both cases—a point that was not taken into consideration in the solution. T. F. G. says the buying prices are to each other as 125:120. These have a difference of 5. The problem now is to find two numbers that are in the same proportion as these, but which have a difference of 60. Multiply both terms of the ratio by 12 and we get 1440:1500, these differ by 60, and are to each other as 120:125. A Texas teacher sends in an arithmetical solution; others send in solutions, but by Algebraic methods; this was proposed as a problem found in the grammar school class-book. We do not wish knotty and difficult problems, but such as relate to the subjects legitimately before the ordinary class pupil and the teacher.—Ed.]

STATE TEACHERS' ASSOCIATION.

Will the teachers' association of this State insert a new plank in its platform, which shall be broad enough for all our teachers, and strong enough to sustain the varied interests of all the schools, including those of the rural districts? This association should be a representative body, and every county should be represented by delegates, say one for every hundred teachers, or fraction of a hundred, that is, fifty or over. There certainly is nothing to lose by a change of this kind; the rights of no one will be invaded, but the rights of all will be strengthened by giving more extended representation, and awaking the interest of those who do not now feel an interest. Notice was given at Yonkers by Prof. Steele, of proposed amendments to the constitution, at the next annual session. This is the only means by which concert of thought and action can be secured in the effort to add to the power of the schools. Let us have representatives.

A. M. BROWN.

Barnard's Crossing.

What would you advise after reading the article I enclose? Shall I write or shall I stop? I am desirous of advancing myself both intellectually and pecuniarily.

BELLE G.

[You undoubtedly possess ability. You should observe, think, write, read and converse on education, especial-

ly the first two—observe and think. Write with reference to laws of education; for example, illustrate from the known to the unknown, from law to fact, from the particular to the general, repetition without weariness, etc., etc. To advance yourself you must let boards of education know of your ability. Call on them, tell them what you can do. Have testimonials from all who know you, setting forth your merits. Write for the local papers on education. Read essays on education [if they are good ones] before associations, etc. Aspire, have faith and work hard and you will advance. You have my best wishes.—Ed.]

Although I am a Canadian teacher I have seen several copies of your more than valuable papers the TEACHERS' INSTITUTE and FIRST TEACHING. They were sent me by Miss C. who is one of your subscribers and who says she values them very highly. As for me I feel bound to confess that I never read anything which did me as much good as did the reading of your publications. [This without exaggeration.] I have read them over and over, and feel benefited after every reading. I have always heard Canada spoken of as being ahead of the U. S. from an educational standpoint, but I have not seen any Canadian periodical here that equals yours. Those you publish seem to be up to the times and do not deal merely with the theoretical part of teaching, but are practical and soul inspiring. ANNIE SALMON.

In the dialogue on "Shall" and "Will," why does not "Mr. Turner" correct "Jack," when he says:—"I will try to always speak properly hereafter?" The error of separating "to" from its infinitive is unpardonable. Prof. Peabody, of Harvard, says that one might as well insert words between syllables as between "to" and its infinitive. Prof. Lane, of Harvard, characterizes the error as "congressional."

New Brunswick, N. J.

FREDERIC ALLISON TUPPER.

(Jack evidently tried so hard to get "Will" right that he made an error himself.—Ed.)

"There are in our school three subscribers to your publications, and all concur most heartily in the idea that they are the very best, and most practical of any school journals which they read. One teacher has just said to me I learn something new from the SCHOOL JOURNAL every week. It has helped me more in my school work than any teachers' institute that I ever attended. For myself I can say I thoroughly appreciate them. Other papers criticize and theorize, but the SCHOOL JOURNAL helps you in its practical common sense to do good work. Count me as a subscriber as long as I am teaching.

M. F. B., Conn.

Are there any schools to prepare teachers for Kindergarten teaching in Ohio or any state? If not how is the system learned?

A. C. M.

Ohio.

[There are several schools for preparing teachers. The method is that of training—that is the learner is put into a Kindergarten and set to doing to and for the children as the teacher does; they imitate what she does. This is in the morning. In the afternoon the subject is discussed and so it goes on day by day. This is the way a normal institute, normal class, or normal school should be conducted. The most celebrated Kindergarten for training teachers in this country is Mrs. Kraus's, at 7 West Twenty-second Street, in this City.]

"When are you going to give the catalogue of teachers books that we have been so long expecting. It was mentioned in the SCHOOL JOURNAL and INSTITUTE, long ago. We all want it and we want just criticisms of the same. Teachers can not afford to waste money on books that give us few or no practical thoughts. Enclosed find $\$1.00$ for "Talks on Teaching."

New Jersey.

E. P.

(See another page for partial list.—Ed.)

I am attempting to learn the Latin language without a teacher, and will be greatly obliged if you will advise me what books to use. Please give the address of John B. Alden, publisher.

B.

[A very nice book is Allen's Latin Lessons, published by Ginn & Heath, Boston. Correspond with Prof. Shumway, of Potsdam, N. Y. He has a plan worth looking into. J. B. Alden is at 14 Vesey St., N. Y.—Ed.]

I ordered copy of TALKS ON TEACHING, by Col. Parker, because it is recommended by the SCHOOL JOURNAL, which I have already found to be unerring in its advice to teachers.

J. T. Q.

A good deal is said upon the grading of district schools. Can you give me a good distinct plan, something definite, or direct me to some one who can? Is this done by the State superintendent or the county commissioner? What plan is followed and what does the course comprise; in fact, where, in district schools, is it done? A. J. B.

(The grading of the district schools is steadily progressing. We shall soon offer the plan adopted in Indiana.—Ed.)

Again the cry of so many of the readers of the JOURNAL, where shall I go for new ideas and improved methods of teaching. Our schools close first of June and my plans were made to visit those of Boston and find some summer normal school where kindergarten and preparatory classes are taught; am tired of lectures and theories. Will you please advise with me. Heard a few days since that the classwork of the North was also over by June; hence my troubling you, as I do not feel I can afford to go so far without this one privilege. Have a circular of —; what think you of it?

Nashville, Tenn.

(We would suggest "Martha's Vineyard Institute." Apply to Col. F. W. Parker, Normalville, Ill., for circular. This school will draw a thousand probably; many of last year's pupils are coming back.—Ed.)

"Usually educational journals contain principally the vague things that could find their way into print through no other channels, and the worst writing on educational subjects generally comes from those who are actually engaged in the work of instruction."—*Boston Herald*.

Is there a book published that treats of New York State Government, for class use? Also for reference? Will you please give me the addresses of summer schools for teachers. J. L. BURRITT.

[1. Northam's book on Civil Government is a good one, 75 cents. 2. Martha's Vineyard will be the best school for teachers we think.—Ed.]

Please state in the JOURNAL the usually assigned reason for giving the States the nicknames they bear. Has Alabama no nickname? A. E. J.

I should be glad if you would inform me through your columns of a successful method of teaching geography to the small pupils, or new beginners. I am much pleased with the INSTITUTE and make much use of it in teaching. M. J., of Mo.

(See "School-Room."—Ed.)

I am more than pleased with the INSTITUTE. It is the greatest help in the school-room I have ever found, combining, as it does, pleasure with profit in just the proportion to make teaching delightful, instead of irksome. My pupils are charmed with it. Please publish more Dialogues and Motion Songs. SUBSCRIBER, N. C.

How much delighted I was with that article, April 14, "Teach to Think"! Let's have more of them. X.

(Thanks for several notes like the above; tell us what pleases you; we then know what to do.—Ed.)

Is there a lake filled with asphaltum varnish in Dakota. If so, where?

(We have never heard of this; who has?—Ed.)

I take five educational publications—all are good, but the SCHOOL JOURNAL is the most interesting, instructive and impelling aid yet offered. S.

Evanston, Ill.

HIGH TEMPERATURES.—A kettle filled with boiling water was hung with the lid on in the hottest room of a Turkish bath, where the temperature of the surrounding air was 262° F. After about an hour the temperature of the water was taken, and indicated 212°. The kettle was then re-hung with the lid off. In twenty minutes the temperature of the water had fallen to 185°; in thirty minutes to 178°; in forty-five minutes to 170° and it stopped at about 140°, when a point of equilibrium seemed to be established, and the water neither got hotter nor colder. The loss of heat was due to rapid vaporization and conversion of the sensible heat of the water into the latent heat of steam, and as dry air is a very bad conductor of heat, the heat required to convert a portion of the water into steam had to be abstracted from the remainder of the water, thus lowering its temperature.

EDUCATIONAL MISCELLANY.

AMERICAN HISTORY.

Every one must have observed the marked increase of interest in American History. Receiving special impetus from the National Exhibition of 1876, it has been stimulated from year to year by minor anniversaries of Revolutionary events. As we turn back to explore the old beaten path, we find "there has been gathering a delightful mass of legend and romance to cover the stony facts of our history." All at once we have got a charming view, in peering over our shoulders into the century back Bric-a-brac is collected, historical societies are formed, lectures delivered, boys and girls slip into the old costumes for the amateur play, and in many ways are the rising generation attesting universal interest in the "brave days of old." Numerous pamphlets and magazine articles are devoted to special epochs or aspects of history, and the newspaper, reflecting the popular taste, gives to the subject ten-fold more space, because readers are eager for it all, and their appetite grows with what it feeds on.

This concentration of attention, in manifold ways, upon the forces that have made our American people what they are, is rapidly making history a thing more real and inviting to all classes. Then, too, the modern conception of history, which is to set forth the social conditions and industrial progress, and to trace the growth of ideas, rather than depend on scenes of war and violence—the quarrels of kings and politicians—invests the subject with human, popular interests.

The ideal historian must adapt himself to our age of haste; he must be forcible, use the fewest and most expressive words, bringing into prominence the great events and movements, compress the minor details, and truly reflect the national life, producing a charming story for the youth, and a ready reference for the man of business.

LIST OF PEDAGOGICAL WORKS.

The following is a list of the most valuable works on education. All are valuable to the teacher; some to the beginner, others to the teacher of long experience. We group them in three sections.

The first is for (A) the teacher who has investigated the subject of education but little. The second is for the teacher who has matured the general ideas of education but who wishes to go out in special directions. The third is for the teacher who is looking for *principles*, mainly. While these constitute but a part of the volumes written on education they are the most important ones.

A	
Page's Theory and Practice of Teaching,	\$1.50
Johannot's Principle and Practice of Teaching,	1.50
Swett's Method of Teaching,	1.50
Baldwin's School Management;	1.50
Kellogg's School Management,	.75
Wickersham's Method of Teaching,	1.75
Spencer's Education,	1.25
Orcutt's Teacher's Manual,	1.00
Ogden's Art of Teaching,	1.00
B	
Calkin's Manual of Object Teaching,	1.25
Sheldon's Object Lessons,	1.75
Brooks' Normal Methods,	1.75
Calkin's Primary Object Lessons,	1.25
Kraus' Kindergarten,	
C	
Payne's, Joseph, Lectures on Science and Art of Education,	2.00
Locke on Education. Quick,	1.40
Payne's (W. H.) School Supervision,	1.25
Combe's Education,	5.00
Kiddle's Cyclopaedia of Education,	5.00
Same condensed,	1.50
Bain's Education as a Science,	1.50
Hill's True Order of Studies,	1.25
Fitch's Lectures on Teaching,	2.25

So ACT that your principle of action would bear to be made a law for the whole world.—KANT.

FROEBEL'S BIRTHDAY.

In every Kindergarten in America when Frederick Froebel's birthday comes around exercises of a character to perpetuate his memory are held; both teacher and pupil unite to keep his great work before them. In Prof. & Mrs. Kraus' Kindergarten at 7 East 22d street, the day was appropriately celebrated. On Saturday evening, April 21st, the pupils of the Training class and a large number of the graduates met and there was a delightful interchange of thought and feeling. The Editor of the JOURNAL was present and could not but remark the joy of Mrs. Kraus when news of the extension of Kindergarten ideas was given. The work she has accomplished is spreading far and wide.

In Washington, D. C., the birthday of the founder of the Kindergarten was celebrated in St. George's Hall, by the pupils of the National Kindergarten and those of the Pensacola Free Kindergarten, taught by Mrs. Phoebe Riddell and Miss Lillie J. Stevens. A short and interesting history of the life of Froebel and the origin of the name Kindergarten, was then given by Mrs. Louise Pollock. The children of the free Kindergarten looked so neat and well dressed, it was not easy to tell that they were free scholars. Besides the parents, there was present Dr. Charles Warren and others from the Bureau of Education.

COLLEGE LIBRARIES.

Cornell University Library contains 46,500 bound volumes and 14,000 pamphlets. The increase for the year ending March 1, 1883, is 3,400 bound books, and 1,500 pamphlets. The Amherst College Library has 43,705 volumes, of which 1,033 have been added this year; the number of volumes drawn during the years on account of the changes now attached; the library is about to be transferred to a new building. The Harvard University Library, which is the largest of its class in the country, reports an aggregate of 269,066 volumes and 223,427 pamphlets; the accession during 1882 was 9,192 volumes; this estimate includes the College Library proper, 202,121; Law School, 20,603; Scientific School, 2,376; Divinity School, 16,350; Medical School, 2,048; Museum of Zoology, 15,532; Astronomical Observatory, 2,917; Botanic Garden, 4,187; Bussey Institute, 2,417; Peabody Museum, 615; the proportion of pamphlets will range about the same in these different departments of the University; a complete catalogue revision is now in progress. Unlike most college libraries, that of Brown University at Providence, Rhode Island, is both a reference and circulating library; the collection consists of 53,000 volumes and 17,000 unbound pamphlets; for use of the library as a circulating institution, the students must pay five dollars a year, though it is free to all for reference purposes; the circulation among the student is at the rate of 7,000 volumes a year. Wabash College at Crawfordsville, Indiana, has a library which is growing fast; it contains 20,000 volumes, and increases at the rate of a thousand a year; there is a yearly income from an endowment fund. One of the growing institutions of the West is the Illinois Industrial University at Champlain; the librarian's report shows 13,750 books on its shelves, of which 780 have been added during the last year; the four courses of Agriculture, Natural Science, Engineering, and Literature, are about equally represented in the library, which is designed for reference; the library is supported by annual State appropriations. At the time of the last general report of the Columbia College Library, June 15, 1882, the number of books was 49,056; at the present time, it is believed, the estimate may be fairly put at 55,000 volumes.

ABOUT 100 ornamental painters employed at the Pullman Car Works struck, because a Chinese youth was placed in the shop by the superintendent to work preparatory to a course of study at a school of mines, to which he was to be sent a year hence. This was fully explained to the men, but they objected. The superintendent intends to conduct the business in his own way, and will not yield to the men.

FOR THE SCHOLARS.

THE NEW EXPLOSIVES.

DYNAMITE.

We hear a great deal of dynamite, just now. It is the explosive used so unlawfully and sometimes with such terrible havoc by the nihilists. What is dynamite?

Wonderful as it may seem the two most dangerous explosives known to science are two of the most familiar and harmless substances; the soft, white, clean cotton wool in which ladies wrap their most delicate jewels, and the clear, sweet, soothing liquid called glycerine, valued by them as a cosmetic. Each of these seemingly harmless substances becomes by certain chemical additions a most powerful explosive. It is remarkable, too, that though explosions may be caused by them which shake the earth like an earthquake the substances do not change the least,—there will be found afterwards the same clear, crystalline liquid and the same soft, clean cotton, apparently innocent of any disturbance. The chemical element which is added to these two substances to make them explosives is nitric acid. If it be added to cotton it makes it very explosive—then it is called gun cotton. Nitric acid, glycerine and sulphuric acid make nitro-glycerine, a heavy, oily liquid which explodes with great violence. For a long time after discovery it was used in its liquid form and called "blasting oil," but the danger of handling it became so great that it had to be rendered less dangerous by mixing it with some harmless powdered substance like sawdust. In this mixed or powdered state it is commonly known as dynamite.—*Scholar's Companion.*

HOW AN ELEPHANT IS SUBDUED.

BY A COMPANION REPORTER.

It sometimes happens that an elephant brought to this country for exhibition becomes unruly and vicious. The only way to cure this is by making animal suffer; it is thrown and then thrashed until it squeals, which signifies that it will behave. But before elephants give in, they will sometimes undergo fearful punishment, even burning with red hot irons; for if they are allowed to get up before they are conquered the lives of those about them would be always in danger.

Pilot, one of Barnum's largest elephants, next in size to the famous Jumbo, had behaved badly for a good many years. His age was thirty years, and he came from Ceylon. In London where he was exhibited, all the employees of the menagerie stood in fear of his temper, and at last he killed his keeper. This ended his career in England. Barnum purchased him and to bring him over here he was secured so that he could scarcely move; his trunk was chained under him and his legs fastened so that he could only move them two or three inches at a time. But the men were so afraid of him that they could hardly be obtained to get Pilot on the vessel. Since his arrival in America his temper has not been improved. One keeper after another gave him up; he killed dogs that came within his reach, and injured elephants about him. A short time ago he attacked an elephant named Albert and knocked him down. Pilot was secured after a struggle, but knocked his keeper senseless, and all but killed him. He was chained apart from the other animals to be punished. He attempted to pull up the iron stake to which he was attached, by leaning back upon his haunches and then making a rush to the end of his chain. He tore down three posts that were within his reach, and battered down a chimney, bellowing so loud that he was heard for blocks away. Every time his keeper approached he gave terrible screams.

At night preparations were made for subduing Pilot. He was chained with his head to the wall, and an elephant crowded on each side to prevent his using his trunk. A noose was thrown around his forefeet, but every time he tore it away. For three hours he resisted but was finally secured, twelve men pulling at the rope, and was thrown to the ground screaming with rage. But he refused to give in, and it was decidedly unsafe to keep him. So Pilot had to be killed.—*Scholar's Companion.*

KINDNESS TO ANIMALS.

In New York city there is a society called the 'Society for the Prevention of Cruelty to Animals.' The men who belong to this society are true friends of the horse, the dog, and all other dumb animals, and are always doing acts of kindness to relieve their suffering. A gentleman named Henry Bergh is the president of the society and he is given the powers of a policeman so that he can make arrests. Horses in a great city like

New York see some very hard times, but Mr. Bergh is continually befriending them. Drivers are often very cruel and mean to their poor horses. They sometimes make one horse pull a load heavy enough for two or three horses to pull, or force a horse to work when he is sick and beat him without mercy if he does not go fast. Many other cruelties are suffered at the hands of heartless drivers. Mr. Bergh always stops this cruelty whenever he sees or hears of it. The office of this good society is at the corner of Fourth avenue and Twenty-second street and has a large golden image of a horse over the entrance with the word "Humanity" underneath it. There is also a free water trough out in front for horses to drink from. The other day a horse which was very old and sick fell over in front of this office and died in the harness. Do you think the poor horse knew he was where his friends could be found?—*Scholar's Companion.*

GREAT COMPOSERS.

RICHARD WAGNER.

The news has lately come from Germany that Richard Wagner is dead; imposing ceremonies were held over his grave. Until about the last ten years he has been laughed at and scorned for his "new ideas," as they were called, concerning music. The tide has begun to turn, and now the name of Wagner is written with Beethoven's.

He was born in Leipzig in 1813, and as a boy began to compose music. At twenty-five he wrote an opera, which was performed later on with success. Then came a time of discouragement to the enterprising musician when everything he wrote failed to please. Then he wrote "Lohengrin;" this met with great success. People began to listen to his ideas about what music should be, and to learn that it could be true and beautiful if not according to the old forms. Then he wrote a long work founded upon the Nibelungen Lied (the Iliad of Germany), which was performed in 1876. People came from great distances to stay a week in the little town of Bayreuth to hear this wonderful work, paying from two to four hundred dollars for a single ticket.

Last summer Wagner's last and most important composition, "Parsifal," was given in the theatre built for him by his friend the King of Bavaria. It began at four in the afternoon and lasted until ten in the evening, with two intermissions of one hour each. After the performances the house of the composer was thronged with visitors—literary, political, musical—who had come from all parts of the world to hear "Parsifal."

Wagner was very particular about the performance of his works, and it is said that one hundred and forty-one rehearsals were required for a single public representation of a certain opera. With his energy and will and the influence of the Bavarian king he overcame obstacles that would have daunted one less determined, and he has lived to see his compositions admired by the entire world.—*Scholar's Companion.*

TWO GREAT SINGERS.

BY SARAH BROWN.

Years ago a young girl taught music in a small village in Canada. Later on she supported herself by playing the organ and directing the music in a church in Albany, N. Y. Her voice began to show wonderful beauty and power and she was sent to Italy to have it trained by the celebrated teacher Lamperti. When she was ready to sing in public the name of Albani was chosen for her in memory of her home in America. She went to London, Naples, Berlin, Paris, Vienna, Brussels, St. Petersburg, everywhere making brilliant successes. The Emperor of Germany named her Royal Chamber Singer, and the Empress presented her with a valuable pair of porcelain vases from the royal pottery. The Czar of Russia gave her a magnificent set of diamond studded jewels, and the Queen of England entertained the famous singer at lunch—an honor never before paid an artist.

Madame Adelina Patti is also great as a singer, and has gained many triumphs in both this country and Europe. Every night she sings she is paid \$4,400, and before she came to America she required \$44,000 to be deposited for ten nights' salary. "Queen of song," Patti is called. Next winter she has said will be the last she will spend in America. She has a beautiful home in England, with everything that could make home pleasant.—*Scholar's Companion.*

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THE MONTH OF MAY.

BY CAROLINE ROWEE.

This seems to be the favorite month of the poets. If they do not write an especial poem in its honor they contrive to bring it into their writings in some manner. Here is what the great Milton sings to a May morning in the 17th century:

"Now the bright morning star, day's harbinger,
Comes dancing from the east, and brings with her
The flowery May, who from her green lap throws
The yellow cowslip and the pale primrose,
Hail! bounteous May! that dost inspire
Mirth and youth and warm desire;
Woods and groves are of thy dressing.
Hill and dale doth boast thy blessing.
Thus we salute thee with our early song,
And welcome thee, and wish thee long."

Susan Coolidge and Lucy Larcom, two of the sweetest of American poets, each have something to say of this month. The latter writes:

"When April steps aside for May,
Like diamonds all the rain-drops glisten;
Fresh violets open every day:
To some new bird each hour we listen."

And Susan Coolidge:

"Spring's last-born darling, clear-eyed, sweet,
Pauses a moment with white, twinkling feet,
And golden looks in breezy play,
Half teasing and half tender to repeat
Her song of May."

James Gates Percival, a New England poet, tells of the "Reign of May" in some charming verses:

"I feel a newer life in every gale;
The winds that fan the flowers,
And with their welcome breathings fill the sail,
Tell of serenest hours,—
Of hours that glide unfelt away
Beneath the sky of May."

Wolcott, or "Peter Pindar," an English writer of the eighteenth century, knows how May approaches:

"The daisies peep from every field;
The violets sweet their odors yield;
The purple blossom paints the thorn,
And streams reflect the blush of morn.
Then lads and lasses all, be gay,
For this is nature's holiday."

And as other May's come, new poets will appear to sing their praises. They are such an observing people, these poets; they seem born with that instinct. Not a flower, or cloud, or sweet breath of air but they notice; under foot and over head, they mark the changes, going on, and call the attention of other people to it through their poems.—*Scholar's Companion.*

SIGHTS IN NEW YORK CITY.

A FIRE.

The COMPANION reporter was out rather late the other night, and walking through the quiet streets was startled by a clang and roar. A fire-engine swept by with a crowd of men running after it. Then came what is called a pile of ladders—long ladders on a frame wagon. Then came the hose in a separate vehicle; this was attached to the nearest hydrant, and the engine forced the water up, up to the top floor where the fire had broken out. Ladders were placed against the front of the house and three firemen ran up dragging the hose with them. The smoke would have stifled ordinary men, but they did not seem to feel it. Other firemen made their way into the house saving what property they could that was in danger. The fire was forcing its way to the roof; the people crowded on the sidewalk were watching its progress anxiously; policemen were stationed around to prevent thieves from entering the house—and a general excitement filled the air. The darkness added to it; the hoarse breathing of the engine and the thick clouds of smoke it sent out, the long line of cars blocked off by the hose, all revealed in a reddish light from the flames, was a spectacle that impressed itself upon the reporter's mind.

The water was doing its work, the smoke grew denser and the sparks fewer. Then came the order, "Open the roof!" Two firemen suddenly appeared on the top of the sloping slate-roof. Through the thick smoke their arms could be seen, and the loud sound of their axes as they crashed in the slates. Lanterns were brought and their light showed the figures of the men standing on the sharp point of the roof—four stories high—dressed in their rubber garments, their heads protected with their helmets.

Now the roof is opened and there is an escape for the smoke. It pours up and out. More water is sent up to make sure that the fire is completely out, the firemen clamber down, the horses (that have been standing some distance away) are hitched to the engine, the hose is wound up, the crowd moves on, and the fire is over.—*Scholar's Companion.*

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BOOK DEPARTMENT.

NEW BOOKS.

METHODS OF TEACHING GEOGRAPHY: Notes of Lessons. Lucrétia Crocker. Boston: Boston School Supply Company. 30 cents.

The publication of these notes is at the request of a number of well known teachers. In the form of a handy little pamphlet of some fifty pages or more, they are now presented in a manner that cannot fail to bring them into very general use. The methods described are accepted almost everywhere, since they are founded on immutable principles and data. The truths as to putting life and color into dry facts, not confining the pupil to the text-book, memory-lessons, reviews, a continuous and progressive course of study, are all impressed with distinctness in Mrs. Crocker's introductory chapter. The plan of discussion then takes up "Preparations for Geography in the Primary School," "Beginning in Geography," "Second Course," "Physical Geography of the Continents," "Political Geography," and finally "General Review." Although nothing more than an outline is intended to be given, still it is so well defined that it amounts to a complete guide. There can be but one departure from the literal directions laid down, and that will be in the employment of the teacher's talents as a questioner, and the introduction of such matters as his ingenuity may suggest to keep the pupil's interest wide-awake. These "Methods and Notes" are to be praised not as experiments; but as practical fixtures, and teachers of geography should be provided with them.

ILLUSTRATED ART NOTES; 58th Spring Exhibition National Academy of Design. New York: C. M. Kurtz 35 cents.

This is the third annual edition of Mr. Kurtz's exquisite catalogue, and most visitors to the Academy of Design are well aware that an examination of this catalogue is in itself a treat second only to an actual visit to the galleries. It contains ninety illustrations in addition to the descriptive notes of prominent pictures in this spring's exhibition. No art lover can afford to go to the exhibition without the companionship of Mr. Kurtz's catalogue.

THE COLONEL'S DAUGHTER; or, Winning his Spurs. By Charles King. Philadelphia: J. B. Lippincott & Co. \$1.25.

Captain King has evidently spent his leisure moments in camp on the frontier with excellent results. The story woven by him of army life and romance has its least merit in its fiction aspect. Its best part is that which speaks directly of the Government's management of the Indians. The reader gets a fund of information about the army and the Interior Department which is new to him, and as the information comes in an informal, conversational way, no reader can fail to take it. All novels are by no means as instructive as "The Colonel's Daughter," and it is deserving of high favor.

A MERE CAPRICE, by Mary Healy. Chicago: Jansen, McClurg & Co. 50 cents.

It is apparently an English translation of a French novel. The story will be found very entertaining to readers who delight in French or Parisian tales. The volume is a neat paper edition.

THE ECLECTIC MANUAL OF PHONOGRAPHY. Cincinnati: Robert Clarke & Co.

This is an exposition of the system of short-hand writing established and developed by Isaac Pitman. This system is popular. The publishers issue a number of phonographic works and all of them seem to have good sales.

UNIVERSALISM AGAINST ITSELF. By A. Wilford Hall. New York: Hall & Co. \$1.50.

This book has been thoroughly revised by the author, is substantially bound in cloth and printed on good paper. Its author is editor of the *Microcosm*, and author of "The Problem of Human Life, etc." The additions to the work are three new essays on important religious subjects.

MAGAZINES.

The April number of *Silk Culture*, a magazine of home industries, comes to our table with a most interesting contents. Some of its noteworthy articles are: "The Silk Industry of Lyons," by U. S. Consul Peixotto; and "Silk Culture in the South," by C. Menelas. The little monthly promises to earn great popularity. W. B. Smith & Co., 27 Bond St. New York, publishers.

The *North American Review* for May offers the following excellent articles: "Mexico," by Senator John T. Morgan; "The integration of Romanism," by

Rev. William Kirkus: "Emerson and Carlyle," by E. P. Whipple; "A Secular View of Moral Training," by Felix Adler; "Communism in the United States," by Prof. Winchell; "Woman as an Inventor," by Matilda J. Gage; and "Extradition," by A. G. Sedgwick.

Wide Awake for May has a long list of readable and interesting things for the young people. The illustrations are fully up to the artistic standard. D. Lothrop & Co., publishers, Boston.

No. 26 of *Plymouth Pulpit* (April 4.) completes the first volume of the series of Henry Ward Beecher's published sermons, begun last October. The discourse in that number is the one preached March 29th, entitled "The Courage of the Future," and is a characteristic discussion of Faith. The subject of No. 1, which commences the new volume (April 11th,) is also "Faith," but under a new aspect. Mr. Beecher is an apostle of faith, of hope, and of the love of God in the world; he utilizes, as he always has done, the newest lights of physical and mental science to illustrate his themes. Fords, Howard & Hulbert, New York, are the publishers of these works.

Lippincott's for May goes a little out of its course, and gives a frontispiece by the artist Horenden, which illustrates "The Jewel in the Lotus," by the author of "Signor Monaldini's Niece." There are a number of pleasant papers, among them "An Afternoon at Ashbourne" the early home of George Eliot; "Idaho and Montana," and "Charles Lamb's Dramatic Attempts."

The portrait which the *Century* presents each month as its frontispiece is always a beautiful piece of work, and of current interest. For May Cardinal Manning's face adorns this place of honor, and C. Kegan Paul writes an accompanying article. An important paper with many illustrations is, "Father Junipero and his Work," by H. H., which describes the career of the Franciscan missions in California. Another adventure of the famous Rudder Grangers in England is told by Frank R. Stockton in "Pomona's Daughter," a fine portrait of Du Maurier and some examples of his work, with text by Henry James, Jr., is a feature of this number.

NOTES.

The June issue of the *SCHOLAR'S COMPANION* will contain a charming story of school-life by Rev. Edward A. Rand.

Mr. Charles Dudley Warner begins his editorship of the "Drawer" in *Harper's Monthly* with the May number.

Lee & Shepard have ready the last two volumes of the "Complete Works of Charles Sumner" in fifteen volumes.

The free libraries in Paris issued last year about 263,000 volumes; 200,000 in fiction, 40,000 in poetry, and 80,000 in history and science.

Two excellent books for a Sunday-School library are, "Effe Raymond's Life Work," \$1.00, and "Congressman Stanley's Fate," \$1.25, both recently published by the National Temperance Society.

Mrs. Martha J. Lamb is to edit, henceforward, the *Magazine of American History*, which has just been sold by A. S. Barnes & Co. to the Historical Publication Co., 30 Lafayette Place, N. Y.

The popularity of Mark Twain may be inferred from the significant fact that the first edition of his new book, "Life on the Mississippi," is to consist of 50,000 copies. Who would not be a successful humorist?

The Sixteenth Annual Report of the Maryland Board of Education, just issued, includes an exhaustive statement of educational progress and needs in that State. The report covers the year ending September 30, 1882.

The *Continent* prints an interesting article on "Munkacsy, the Hungarian Artist," by Anna Bowman Blake, with a fine portrait, a full-page engraving of his "Milton," now in the Lenox Library, and other illustrations.

Frances Hodgson Burnett was born in Manchester, Eng., Nov. 24, 1849, and she came to this country at

the close of the civil war. Her first published story was printed in a Boston paper when she was about 16 years old.

Latine, Prof. Shumway's Latin monthly magazine is succeeding admirably. The April number proved a rare pleasure to scholars throughout the country. It may be had by addressing E. S. Shumway, Potsdam, N. Y.

"Goff's Hand-Book of Ready Reference" affords a fund of information about the newspapers and periodicals of the United States and Canada. Advertisers will find it decidedly valuable. It may be had of Azro Goff, 150 Nassau St., N. Y.

"Democracy," that much-talked-of novel, is now ascribed to Mrs. Henry Adams, a daughter-in-law of Charles Francis Adams, who, with her husband, has passed her winters in an old-fashioned, yellow-stuccoed house on Lafayette Square, Boston.

The Society for the Preservation of the Irish Language has disposed of over 62,000 elementary Irish books. Their report states that nearly 950,000 persons speak the language as compared with 818,000 in 1871, although the population has decreased by about 235,000 persons.

The forthcoming number of Funk & Wagnall's "Standard Library" will be, "Successful Men of To-Day; What They Say of Success," by Wilbur F. Crafts. This work is based on facts gathered from five hundred of the most prominent men in the United States in regard to their own boyhood. The price will be 25 cents.

The cheap libraries are great institutions. When they do get up a competition among themselves, the reading public, like the third dog in the fable, walks off with the bone. No. 41 of the Humboldt Library, and No. 81 of the Standard Library both contain Prof. Mattieu Williams' scattered notes on Science, and the books are certainly as readable as they are cheap.

Messrs Lee & Shepard will have out the following new editions this week: "The Princess of Alfrid Tennyson," to be produced in April at the Madison Square Theatre, New York, for the benefit of the Bartholdi Statue; "Life on the Nile," by William Wilkins Warren; "American Railroad Construction," by George L. Vose; "Social Charades and Parlor Operas," by M. T. Calder; and "The Princes of Art," by Mrs. S. R. Urbino.

The "Cornell University Register" 1882-1883, has been sent out from Ithaca, N. Y. The number of students in attendance shows a decided increase over last year, being four hundred and seven as against three hundred and eighty-four, and for their instruction there are forty-two resident professors, four non-resident professors and lecturers and six instructors.

Prof. Baldwin's new work on "English Literature," (John D. Potter & Co.), a review of which recently appeared in our columns, is meeting with unqualified success, and has already been adopted by numerous colleges and seminaries of a higher class. The same firm are about to issue a new edition of Prof. Harrison's (Matzner's) French Syntax, a most valuable reference and text-book.

The second and third annual report of the "Workingman's School" New York, have been distributed. The school is conducted under the direction of the Society for Ethical Culture, and is situated at 109 West 54th street, N. Y. City. The widely published views of Dr. Felix Adler have been put into practical operation there and, judging from these reports, the most satisfactory results have followed.

The report of the State Board of Education and the State Superintendent of Public Instruction of New Jersey, for the year ending Aug 31, 1882, has just been received. The financial resources and condition of the New Jersey schools are set forth with completeness, and an appendix contains letters from the various county superintendents in regard to educational progress. The general showing made is indeed something for New Jersey to be proud of.



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Publisher's Department.

It is a service to teachers of literature to direct their attention to the "Modern Classics" published by Houghton, Mifflin & Co., 4 Park street, Boston, Mass. This excellent collection of poems and essays is especially suited for parallel use in a course in English literature, and certainly educators like Col. Parker and Prof. Harris would not bestow praises on them without their possessing rare qualities. The contents of the latest 16 numbers will be found stated elsewhere, in the announcements.

The text-books published by the house of Collins & Brother, 414 Broadway, New York, including Kirkham's Grammar, Lovell's and Zachos-Speakers, and North-end's Dialogues, have long enjoyed peculiar favor with teachers, and the multitude of new books on these subjects fails utterly to shake their firmly-established merits.

Readers of the JOURNAL should regard the announcement of the old established book house of John Wiley & Sons, Astor Place, New York City. Their publications are possessed of unusual merit.

The book exchange house of Van Winkle & Weedon, 55 Chambers Street, New York City, is prepared to supply any patron with a full line of standard or miscellaneous books in exchange for school or college text-books. Try them, and be surprised at the excellence of your bargain.

Education by correspondence has never been more successful than in the instance of the system of Dr. Richard S. Rosenthal known as the "Meisterschaft System," of acquiring the French and German language. For the price of \$5.00 by each subscriber a course of instruction is given in either of these languages which brings results more satisfactory than years of hum-drum study of grammar and forms. For subscriptions address Estes & Lauriat, Boston, Mass.

The Buckeye Bell Foundry, Cincinnati, Ohio, has for years past been filling large orders from every part of the country. For catalogues address Messrs. Van Dusen & Tift, Cincinnati, O.

Inquiries are every day made by those having the management of schools for a reliable medium of procuring good teachers. In response to such inquiries no agency is more frequently or more justly recommended than that of Mrs. A. J. Young-Fulton, 23 Union Square, N. Y. City.

The card of Baker, Pratt & Co., 19 Bond street, New York city, should be made a memorandum of by school principals, trustees, teachers and superintendents everywhere. As general school furnishers, manufacturers of approved desks, slating, erasers, blackboards, etc., this firm has built up a good name in all parts of the country. Their facilities enable them to execute all orders without delay.

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A CERTAIN lawyer was returning to town and the conductor was very impatient in his manner, because the lawyer was rather tardy in producing his ticket, when called for to be punched. Somewhat ruffled, the lawyer remarked to a friend next to him: "This railroad shall never see a cent of my money after this."

"Going to foot it up and down from now on, eh?" sneered the conductor. "Oh, no," replied the lawyer, quietly. "Instead of buying my ticket at the office I shall pay my fare to you."

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and everything else, in Hard or Soft Water, without danger to fabric or hands.
Saves Labor, Time, and Soap, amazingly, and is of great value to housekeepers. Sold by all Grocers—but see that the Counterfeits are not urged upon you. PEARLINE is the only safe article, and always bears the name of JAMES PYLE, New York.

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THOMPSON'S TEACHER'S EXAMINER

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REVISED AND ENLARGED.
A NEW EDITION JUST ISSUED FROM THE PRESS FOR 1883.

THE EXAMINER is a book of nearly 400 pages, having been prepared for Teachers as those fitting themselves to teach, and is also adapted to the use of Common and High Schools, for daily, monthly reviews. It embraces a general review of the following branches in a series of questions and answers: History, Grammar, Geography, Civil Government, Reading, Physiology, Orthography, Physical Geography, Arithmetic, Writing, Philology, Astronomy and Botany. Address:
ALBERT HENRY THOMPSON,
No. 12 Third Ave., Chicago, Ill.

Mrs. PLUMP is a large lady, a very large lady. The other day, while sitting in a public hall, with a friend, Mrs. Plump suddenly exclaimed, as she caught sight of another stout lady: "What a monster! Mary, am I as big as that woman?" "How singular!" said Mary. "She asked me that very same question, not half an hour ago." "Well, I never!" exclaimed the indignant Mrs. Plump. "Yes," said Mary, "and to think that I should answer you just as I did her!" "And how is that, pray?" "Why, my dear, you are not nearly so stout. You're a skeleton compared with her." "Humph! I knew I wasn't such a monster," said the mollified Mrs. Plump.

Do you ever reflect how you pass your life? If you live to seventy-two, which I hope you may, your life is spent in the following manner: an hour a day is three years; this makes twenty-seven years sleeping, nine years dressing, nine at table, six years playing with children, nine years walking, drawing, visiting, six years shopping and three years quarrelling.—SYDNEY SMITH.

An Internal Revenue Officer Saved.

PROVIDENCE, August 21, 1882.

Editor of Boston Herald:—

DEAR SIR:—During my term of service in the Internal Revenue Department of the United States, at the time my office was in this city, I was afflicted with a severe attack of Kidney disease, and at times suffered intensely. I received the medical advice of some of our best physicians for a long time, without being benefited by their prescriptions. Being discouraged by the failure of the doctors to help me, and being urged to use Hunt's Remedy by a friend who had tested its merits, although reluctant to try a patent medicine, I was finally induced to try the Remedy, and procured two bottles of it, and commenced taking it faithfully according to the directions.

Before I had taken it three days the excruciating pains in my back had disappeared, and before I had used two bottles I was entirely cured. Whenever, from over-exertion or a violent cold, the pains in my kidneys return, a few doses of Hunt's Remedy quickly effects a cure.

Before closing I beg to mention the remarkable cure of a friend of mine in New York City, to whom I recommended this valuable medicine. He was suffering severely from an attack which was pronounced by his physician a decided case of Bright's Disease of the Kidneys. I obtained two bottles of Hunt's Remedy for him, and he attributes the saving of his life, under the blessing of a merciful Providence, to Hunt's Remedy.

Another friend of mine in New York, to whom I recommended Hunt's Remedy, was suffering severely from Kidney disease, and was entirely cured of it after using this wonderful medicine only a short period.

Feeling deeply grateful for the great benefits experienced by my friends and myself from the use of Hunt's Remedy, I feel it to be my duty, as well as a great privilege, to furnish you this voluntary and unsolicited statement of facts for the information of your large number of readers, many of whom are undoubtedly suffering from this widely-spreading scourge, and I believe that it is the best medicine now known, and that it will cure all cases of Kidney diseases that can be cured.

I shall be pleased to confer with any one who may desire an interview regarding the statements herein contained. Truly yours,

RICHMOND HENSHAW,

99 Messer Street.

A LEARNED professor, addressing one of his class, asked if he knew what was animal magnetism. "I er—er did know, but I have forgotten," was the answer. The rejoinder showed that even learned professors sometimes have a sense of humor: "Gentlemen, this is very unfortunate. Mr. Jones, the only man who ever knew, has forgotten what animal magnetism is!"

Princes, potentates, plain people, everybody needs *Samaritan Nerve*. Of druggists, \$1.50.

PROF. YOUNG, of Princeton College, says: "Take a railroad from the earth to the sun, with a train running forty miles an hour without stops, and it would take about 265 years and a little over to make the journey." He estimates the fare at a cent a mile, to be \$930,000. These figures kill the project.

Dr. Benson's Celery and Chamomile Pills cure headache of every nature promptly; also neuralgia.

Reliable Testimony.

PHILADELPHIA, PA., Sept. 6, 1882.

Hop Bitters Co.

I am 74 years old, have lived 34 years in Philadelphia, and well known among Germans. I have been troubled 12 years with a white swelling on my right foot, and getting worse every year and very painful, and breaking out in hot weather. I consulted several doctors and they told me it was incurable and I would have to take it with me in the grave. Some time ago I lost my appetite, was constive, had headache and fever, in fact was very sick. I saw in the German Democrat that Hop Bitters was what I needed. I got a bottle, took it one week and was as well again as ever, and to my greatest surprise right from the first, my swelling went down gradually, and I taking another bottle got entirely well of it. The wife of my neighbor had two such swellings on her legs and three bottles cured her. I think this is a great triumph for your bitters.

JOHN STOLL.

No. 4 Young's Alley, above Willow St.

STIPPSHILL, IND., Nov. 13, 1881.

DEAR SIR:—I have read so much about Hop Bitters and always being afflicted with neuralgia, weakness, diseased stomach, never having much health, I tried a couple bottles; it has strengthened and helped me more than any medicine or doctor. I am now on my third bottle and am thankful that it has helped me. I will advise all that are afflicted to give it a trial.

LUCY VAIL.

Beat the World.

ROCKVILLE, CONN., March 6, 1882.

Hop Bitters Co.

I have been taking your Hop Bitters for several weeks, and they beat the world. L. S. LEWIS, Lewis' axle machine.

LEETONIA, PA., April 13, 1882.

Hop Bitters Co.

I have not been well for three years, tried almost every kind of patent medicines, and no less than seven doctors, one of Elmira, N. Y.; none have done me any good. I finally tried your Hop Bitters and found them just the thing. I have praised them so highly there is a great number here who use them with great benefit and satisfaction.

Very Respectfully Yours, R. HUNT.

GENTLEMEN:—The "Hop Bitters" meet with large sales and give general satisfaction, one case in particular you should know of. Mr. John B. Green, 728 Spring Garden St., Phila., Pa., has been suffering from kidney affection, which superinduced rheumatism. He tried physicians and remedies in vain. He was obliged to take morphine to induce sleep, his trouble was so great. Reading your advertisement in the "Christian at Work," he was prevailed upon by one of his daughters to try it. Three bottles effected a cure, and now he is an enthusiast for "Hop Bitters." He is one of the oldest residents in the locality named; and known as a gentleman of unusual probity.

HENRY TOTTER,

672 North 10th St., Philadelphia, Pa.

OFFICE JELLOWAY MU. A. ASSOCIATION, JELLOWAY, O. Mar. 18, '82.

Hop Bitters Manufacturing Co.

I have been using your Hop Bitters and find them what you recommend them to be for the kidney disease, (viz. superior to all others.)

J. L. HILDEBRAND.

Vertigo, Dizziness and Blindness.

OFFICE UTICA MORNING HERALD, UTICA, Feb. 18, '83.

I have been troubled with vertigo since last July, and have suffered greatly every night after any considerable exertion from dizziness and blindness. I tried two bottles of Hop Bitters, and since then have been entirely relieved. Respectfully Yours,

J. J. FLANNIGAN.

Hop Bitters Co.

I have been suffering five years past with neuralgia, liver complaint, dyspepsia and kidney complaint, and I have doctored with fourteen different doctors who did me no good. At last I tried Hop Bitters, and after using a few bottles I received a great benefit from them, and if I had used Hop Bitters regularly, I would have been well before. I have known them to be the best medicine in the world for nervous diseases of all kinds. JAMES COONTS,

Beelington, Barber County, W. Va.

"I believe it to be all wrong and even wicked for clergymen or other public men to be led into giving testimonials to quick

doctors or patent medicines, but when a really meritorious article composed of valuable remedies known to all, and that all physicians use and trust in daily, we should freely commend it. I therefore cheerfully and heartily commend Hop Bitters for the good they have done me and my friends, firmly believing they have no equal for family use. I will not be without them.

REV. B. R. Washington, D. C.

A good Baptist clergyman, of Bergen, N. Y., a strong temperance man, suffered with kidney trouble, neuralgia and dizziness almost to blindness, over two years after he was advised that Hop Bitters would cure him, because he was afraid of and prejudiced against the word "bitters." Since his cure he says none need fear but trust in Hop Bitters.

My wife and daughter were made healthy by the use of Hop Bitters and I recommend them to my people.—Methuist Clergyman, Mexico, N. Y.

I had a severe attack of Gravel and Kidney trouble; was unable to get any medicine or doctor to cure me until I used Hop Bitters, and they cured me in a short time.—A distinguished lawyer and temperance orator of Wayne County, N. Y.

NEW BLOOD MAKES NEW LIFE, AND WE ALL NEED IT EVERY SPRING.

MURDOCK'S LIQUID FOOD will make

blood faster than all Foods or Preparations known.

The following Letters all represent Chronic Cases, and are from Physicians, Merchants, and Traders.

The following letter was received this week from a leading physician in Boston, to whom we can refer, whose life was saved by the use of Liquid Food. He was suffering from gangrene, a fistula and exhaustion from the same, and his inability to take any food; also from old age.

About six months ago I began to feel rather feeble, and being an old man, seventy-nine years old, I did not think it strange.

About that time I received a scratch on my leg, so slight I did not think it strange.

But in a few days inflammation, with intense pain commenced, soon followed by gangrene, which spread with great rapidity, until it had destroyed some twenty inches of surface, in many places to the bone, on the middle of the lower third of the leg.

Great prostration ensued, accompanied by some months illness rendering it impossible to take the least nourishment of any kind; consequently my strength was falling fast.

At this point, as a last resort, my good physician ordered me to take a course of Murdock's Liquid Food once in two hours. Before six hours there was a perceptible increase of strength and a staying of gangrene.

Just then a fistula abscess in the anus appeared, thus making the two draughts upon my system, either of which was enough to prove fatal, had there not been food of sufficient nutriment to supply the great waste going on.

Murdock's Food was continued through the whole sickness, until the system was in a condition to take a proper amount of ordinary food.

I consider Murdock's Liquid Food what it pretends to be—a good nutriment for the sick in all the varied stages of disease.

I think, without doubt, had it not been for the Food, I should have sunk from exhaustion.

A letter from Mr. C. C. Post, Burlington, Vt. Manufacturer of Sugar Machinery:

Feb. 22, 1883. Last summer my youngest daughter 12 years of age, became so much reduced she was scarcely able to walk, and we became alarmed about her. Our physician advised us to try Murdock's Liquid Food.

We did so, and one bottle restored her to vigorous health and gave her new cheeks.

Last October I had a severe attack of rheumatic neuralgia, followed with the black jaundice, causing a total inactivity of the stomach and liver, was confined to my bed and under medical treatment for four weeks.

I lost seventeen pounds. I commenced taking Murdock's Liquid Food, and from that time began to improve, my strength returning as well as my appetite.

My whole system was soon restored; every organ performed its office.

After taking four bottles, my flesh became as fair as a child. My blood became wholly changed. I feel like a new being.

Murdock's Liquid Food will purify and restore lost blood from any causes.

I think it cannot fail to be a blessing to consumptives and a restorer of wasted vital energies.

The following letter from Mr. F. C. Bangs shows the value of Liquid Food for Tragedians, Vocalists and Ministers:

PHILADELPHIA, Feb. 18, 1883. Gents—I have taken four bottles of your Liquid Food, and find it so beneficial to me altogether that I have determined to continue its use.

The effects upon my system, after the exhaustion that naturally follows unusual physical labor, are so marked that I feel like recommending it to every leading member of my profession.

It is also the most speedy nerve tonic I have discovered, and its indirect benefit, through the blood, upon the vocal organs, is so apparent to me, I feel I cannot get along without it during my dramatic work.

Pleasure Boats

AND CANOES.

Send 3-cent Stamp for Illustrated Catalogue to

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is a composition of the PUREST AND CHOICEST ingredients of Oriental vegetable kingdom. Every ingredient is well known to have a BENEFICIAL EFFECT on the TEETH AND GUMS. Its emollient or antiseptic property and AROMATIC FRAGRANCE makes it a toilet luxury Sold by druggists.

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The Rev. F. P. Wilds, well-known city missionary in New York, and brother to the late eminent Judge Wilds, of the Massachusetts Supreme Court, writes as follows:

"I feel a hundred per cent stronger, and I attribute these results to the use of the Sarsaparilla, which I recommend with all confidence as the best blood medicine ever devised. I took it in small doses three times a day, and used it all, and then two bottles. I place these facts at your service, hoping their publication may do good."

Yours respectfully,
F. P. Wilds."

AYER'S SARSAPARILLA

Cleanses, enriches, and strengthens the blood, stimulates the action of the stomach and bowels, and thereby enables the system to resist and overcome the attacks of all *Serious Diseases*, such as the skin, rheumatism, catarrh, general debility and all disorders resulting from poor or corrupted blood and a low state of the system.

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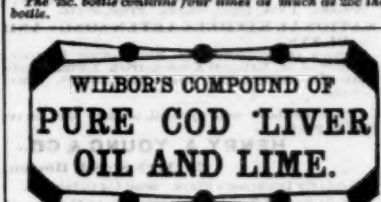
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Favorably known and Largely Used in New York City, and Vicinity for over Forty Years.
25, 50 & 75 cts. a Bottle.

ONE OF THE BEST, CHEAPEST, AND MOST EFFECTUAL OF REMEDIES.

Warranted, if used according to directions, to cure or relieve Coughs, Colds, Croup, Whooping Coughs, Asthma, and all Affections of the Throat and Lungs.

A Purely Vegetable Expectorant; not a violent remedy; very agreeable to the taste. If you have a cold, if ever so slight, do not fail to give the Balsam a trial. The steady use of a 25c. bottle will often prove it to be worth a hundred times its cost. The 75c. bottle contains four times as much as the 25c. bottle.



Dr. Wilbor's Cod-Liver Oil and Lime. Invalids need no longer dread to take that great specific for Consumption, Asthma, and threatening Coughs, Cod-Liver Oil and Lime. As prepared by Dr. Wilbor, it is robbed of the nauseating taste, and also embodies a preparation of the Phosphate of Lime, giving nature the very article required to aid the healing qualities of the Oil, and to re-create where disease has destroyed. This article also forms a remarkable tonic, and will cause weak and debilitated persons to become strong and robust. It should be kept in every family for instant use on the first appearance of Coughs or Irritation of the Lungs. Manufactured only by A. B. Wilbor, Chemist, Boston. Sold by all druggists.

"I had sick headache for 40 years, your pills cured me." Lucy A. Warren, Deerfield, N. Y.



It is a fully established fact, that these diseases can be cured in any case, no matter how obstinate.

AYER'S HAIR VIGOR

restores with the gloss and freshness of youth, faded or gray hair to a natural, rich brown color, or deep black, as may be desired. By its use light or red hair may be darkened, thin hair thickened, and baldness often, though not always, cured.

It checks falling of the hair, and stimulates a weak and sickly growth to vigor. It prevents and cures scurf and dandruff, and heals nearly every disease peculiar to the scalp. As a Ladies' Hair Dressing, the Vigor is unequalled; it contains neither oil nor dye, renders the hair soft, glossy, and silken in appearance, and imparts a delicate, agreeable, and lasting perfume.

J. W. BOWEN, proprietor of the *McArthur (Ohio) Enquirer*, says: "Aunt's Hair Vigor is a most excellent preparation for the hair. I speak of it from my own experience. Its use promotes the growth of new hair, and makes it glossy and soft. The Vigor is also a sure cure for dandruff. Not within my knowledge has the preparation ever failed to give entire satisfaction."

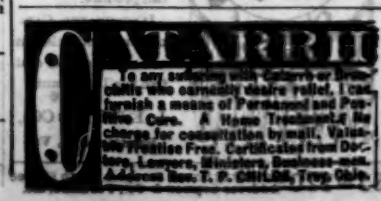
Mrs. G. A. PIERCE, writing from 15 Elm Street, Charleston, Mass., April 13, 1882, says: "Two years ago, about two-thirds of my hair came off. It thinned very rapidly, and I was fast growing bald. On using AYER'S HAIR VIGOR the falling stopped, and a new growth commenced, and in about a month my head was completely covered with short hair. It has continued to grow, and is now as good as before it fell. I regularly used one bottle of the Vigor, but now use it occasionally as a dressing."

We have hundreds of similar testimonials of the efficacy of AYER'S HAIR VIGOR. It needs but a trial to convince the most skeptical of its value.

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Dr. J. H. Schenck has just published a book on the **DISEASES OF THE LUNGS** and HOW THEY CAN BE CURED, which contains valuable information for all who are themselves afflicted with, or liable to, any disease of the thoracic organs. Address: DR. J. H. SCHENCK & SON, Philadelphia.



A clergyman, in the time of Cromwell, being deprived of his living for nonconformity, said to his friends, "That if he was deprived, it should cost a hundred men their lives." This strange speech being noised abroad he was summoned before a magistrate and thus explained his intention: "Should I lose my benefice," said he, "I am resolved to practice physic and then I may, if I get patients, kill a hundred men."

TUGBOATS are like human beings, inasmuch as some of them tow out and some of them tow in.

THERE are some persons who can't take a joke. Fogg is not one of them. One of the boys, acquainted with Fogg's frequent changes of abode, asked him what he thought was the cheaper, to move or to pay rent. "I can't tell you, my dear boy," replied Fogg. "I have always moved."

MONK LEWIS was a great favorite at Outlands. One day after dinner, as the duchess was leaving the room, she whispered something in Lewis' ear. He was much affected, his eyes filling with tears. We asked him what was the matter. "O," replied Lewis, "the duchess spoke so very kindly to me!" "My dear fellow," said Col. Armstrong, "pray don't cry; I dare say she didn't mean it."—ROGERS' Table Talk.

The "constantly tired-out" feeling so often experienced is the result of impoverished blood and consequent enfeebled vitality. Ayer's Sarsaparilla feeds and enriches the blood, increases the appetite, and promotes the digestion of the food and the assimilation of its strengthening qualities. The system being thus invigorated, the feeling rapidly changes to a grateful sense of strength and energy.

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